LATIN·PROSE·COMPOSITION
PART·I·BASED·ON·CAESAR

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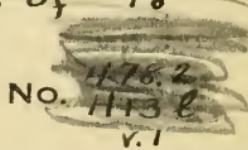
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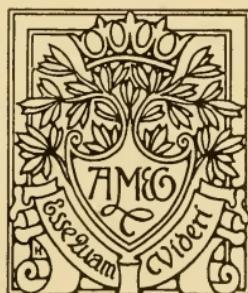count from our list prices
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LATIN COMPOSITION

PART I. BASED ON CAESAR

BY

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WITH THE COLLABORATION OF
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PART I

BASED ON CAESAR'S GALLIC WAR
BOOKS I–IV

PREFACE

My book is short. I allow myself a longer preface than is usual, since its plan differs considerably from the plans of its predecessors.

The problem of the best handling of Latin composition is confessedly a hard one; and, of all years, the second year of the high-school course presents the greatest difficulty.

In no field are the existing materials for Latin study so unsatisfactory. In the first place, our books give us, on the average, at least three times as many lessons as can actually be used. The necessity to which the teacher is put of omitting two-thirds of the material seriously impairs any merits which the general plan of a book may possess, and makes impossible, for either him or his pupils, a feeling of definite accomplishment at the end. In the second place, while some "connected prose" is now included in all the books, the matter for translation in those lessons which provide syntactical treatment, and from which, accordingly, the teacher will naturally make his selections for class work, consists of disconnected sentences, often meaningless or even absurd, and not infrequently in direct contradiction to the statements of the Latin author on whom they are supposed to be based. Seemingly, too, the writers of our books have taken little account of the opportunity given by the Latin author here and there for an especially effective illustration of constructions, and have also had no thought for the gradual developing of an organic syntactical whole. It is no wonder if the entire business of writing Latin seems to the student dull and unreal, and if this dullness and unreality are reflected back upon the reading of his Latin author.

The present book is conceived upon a different plan. The points which I have had especially in mind are the following:

1. *To preserve truth to the actual narrative.* The effect, it is hoped, will be to help the student's understanding of the story, in place of adding, by a needless confusion of the facts, to his inevitable difficulties in this, the hardest year of all Latin study.

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2. *To present a continuous narrative*, though the individual sentences, and sometimes parts of sentences, are numbered for practical convenience in the criticism of the students' papers, or for work at the blackboard. Continuity of narrative, under the constant and conflicting conditions of variation from the author's form of the story, conformity to his actual vocabulary in a given passage, without repetition of his phrase, adaptation to a carefully formed syntactical plan, and compression — often of several pages into a dozen lines — makes immense difficulty for the writer of the book; but for the student, a sentence is *not* harder to write because it is natural in its place. For the writer of a composition book, a constant jumping from one subject to another makes the manufacture of a set of sentences a simple thing. For the student, it *increases* difficulty. Imagine what the reading of Caesar would be to him, if no sentence had any connection with the one which precedes it! And back, also, of this whole matter of continuity, lies the desirability of not making it so difficult for the student to realize that Latin is a language in which people once said sensible things, and said them consecutively.

3. *To help to make sure that every grammatical principle actually dealt with in the exercises shall become a part of the student's working equipment*, through an express mention, by topics, of every new construction employed, in place of the mention of a single "special topic," with the actual use of a number of others. My adoption of this principle will give to one who does not look below the surface the impression that I demand of the student a larger range of constructions than is usually asked for. A comparison of this book with others will show that the opposite is the case. Thus, in my first lesson, in which twelve syntactical principles are employed, I have twelve topics. The first lesson in one of the books most commonly used *refers* to *two*, but actually employs *fifteen*.

The fact is that I demand *less* than others. In general, the constructions I have used are those which are very common. The lowest limit admitted is that of three examples in the Gallic War, I–IV, and this only in the case of the Genitive with

reminīscor and *oblīvīscor*, the Question of Deliberation, and Conditions Contrary to Fact. The only exception made is in the case of the Independent Subjunctive expressing Exhortation or Command, Possibility, and Certainty in an imagined case. These uses do not occur in I–IV, but they underlie, and are necessary to the understanding of, common subordinate constructions that do occur. I wholly omit all other constructions which occur less than three times, such as the case-constructions with *rēfert* and *interest* (occurring twice in I–IV), Genitive of Value (twice), Ablative of Price (twice), Genitive with *paenitet*, etc. (once), two Accusatives with a verb of asking (once), and others, such as the Subjunctive Relative Clause with *dignus*, the Proviso, Prohibitions in the second person with *nōlī*, *cavē*, or the Perfect Subjunctive, "Concessive" clauses with *quamquam*, *quamvīs*, and *licet*, and Wishes capable of realization or contrary to present or past fact, no one of which occurs. Most of these constructions are treated in most of the existing composition books of the Caesar year, and many of them in all. My own plan is to treat in the Caesar composition book the constructions which are common in Caesar, and to postpone to a later book those which are better illustrated from Cicero.

For the easiest constructions, presumably already fairly familiar to the student, the mere name is given, with references to the grammars; for the slightly more difficult ones, examples are given; and, for the remainder, both examples and explanatory statements. These examples, with the exception of those for two topics in the whole book, are from the reading which the given lesson immediately follows. Regularly, too, a construction is not taken up at its first occurrence, but after it has occurred several times.

It does not follow from the number of the headings that the student will need to look up a corresponding number of references to his grammar. That is for the teacher to decide. In this matter, much will depend upon the emphasis which has been placed by him, in the classroom work, upon the constructions illustrated in a given lesson and especially the example cited.

4. *To guide the student, by reasonable help given in foot-notes*, the aim being, not to save him from observing and think-ing, but to *lead* him to observe and think, and thus to develop in him the power of self-direction.

5. *To adopt a practicable total of lessons, and divide this up as wisely as possible among the various constructions treated*, in place of printing a large number of exercises, of which the teacher can use only a part. My plan has been to arrange for one lesson a week, which is all that most teachers give. Accordingly the lessons, after the first three, have to cover more than a single chapter each. Teachers of course differ somewhat in their rate of progression. But some rate has to be assumed. The one adopted is based on a very carefully studied increase in rate, small at the beginning, and relatively large at the end. My own experience and careful planning have been checked by the experience of several other teachers.

The Helvetian War is ordinarily finished by Christmas. Thirteen composition lessons have been based on this portion of the text, making one a week, with one or two additional lessons, according to the date of the opening of the school year. After Christmas, allowance has been made for the loss of two weeks from the theoretical working year. There will then be time for the remaining twenty-two lessons, at the rate of one a week.

In a large number of schools, the reading of the war with Ariovistus — by far the most difficult part of Caesar — is post-poned until after the reading of the fourth book; and this order has been followed in the planning of the lessons.

The vocabulary called for is wholly from Caesar (excepting *tū, tuus, vōs* and *vester*, given in footnotes), and is mainly made up of very common words. The few exceptions are words which, in a part of the history too important to omit, are demanded by truth to Caesar's narrative; and these rarer words are in every instance directly under the student's eye, in the exact Chapter indicated in the margin against the passage which he is translating. The greater part of all the words, even

if they have already occurred, are (unless direction to some
other place is given in a footnote) to be found in the exact
Chapters indicated; and this is invariably the case where a word
first occurs, with the exception of a very few words, in the last
lessons only, for which the Latin equivalent will be found
farther on or farther back in the reading covered by the *same*
lesson.

I have made much of Latin order—a matter second in im-
portance only to forms and syntax—hoping thereby to quicken
the student's interest in the constant play of emphasis and con-
trast in Caesar's narrative.

My terminology, which is employed in this book, differs at
a few points (decreasing yearly in number) from that of other
writers upon Latin syntax. To those who have used my First
Latin Book, or the Hale-Buck Grammar, no justification is
needed. To those who have not, I can only say a few words.
My whole system rests, first, upon exact observation of the
actual forces found—not in traditional grammar, that is, by
inheritance from the observation of somebody else at some
previous time, but in the Latin dealt with—and the giving of
exact descriptive names to these forces, so that the student has
only to recognize the one in order to give the other. The prin-
ciple employed in this naming is of the simplest. It is, to give
to a case or mood, used with a given force, the *name* of that
force. Thus, just as, finding an Ablative which expresses
Means, we *call* it the Ablative of Means, so, finding a Subjunc-
tive which expresses Obligation or Propriety (as in I, 14, where
the force is almost thrust in our faces by the author, who has
exactly balanced *quārē timēret* against *timendum*), I *call* it the
Subjunctive of Obligation or Propriety. The result of this is
not only a simplification of terminology, but, in the total, a
reduction of it, since, wherever there is a substantial common
force in several constructions, my principle leads in each case to
the same name. Thus I say *Descriptive Adjective, Descriptive
Genitive or Ablative, Descriptive Relative Clause*, and *Descrip-
tive cum-Clause of Situation*, where the authors of one of the
older grammars say, "An Adjective attributes a quality,"

"Genitive or Ablative of Quality," "Relative Clause of Characteristic," and "*cum*-clause describing the circumstances"— *three* designations for *one* idea! The system rests, secondly, upon the recognition of language, not as a system of mechanical pigeon- holes, but as a living thing, of which we can often *see* the pro- cesses of growth repeated. Such a way of looking at the matter is not only sound, but it makes the study of Latin vital and interesting. In my own experience in teaching Caesar, I have found that the average student, even if he doesn't like to work, does like to think.

That the system is both exact and vital is shown by the fact that much of my doctrine and terminology which was new only the other day has been accepted by writers of grammars and has passed into popular use. For example, every student in our schools today learns (more or less clearly given in his grammar) the doctrine of the *cum*-clauses set forth in my *Cum-Construc- tions*, Vol. I of the Cornell University Studies in Classical Philology, 1887–89. My divisions and names Volitive and Antici- patory for two of the great families of the Subjunctive have been adopted in Bennett's Grammar. The former has been adopted in the new Harkness Grammar, and the latter has in substance been worked into the new Allen and Greenough Grammar, in the rule for the Subjunctive with *dum* and *quoad*, *until*, which, while retaining the old idea that the construction originates in Purpose, makes one of its forces to be "Expectancy" (which name, for the convenience of those using this grammar, I have added in the headings to my own description). I anticipate the same happy fate for the few remaining new categories. Thus it can be only a question of time when my category of the Subjunctive of Obligation or Propriety, supported as it is again and again by the balancing of a Subjunctive against *oportet* or *dēbeō* or the Future Passive Participle, will be accepted. Already, indeed, this category appears in one of the most recent books for be- ginners, and it is made a part of the basis of classification in Lee Byrne's *The Syntax of High School Latin*, 1909.

The simple and practical character of my aims will also be seen, I hope, in various devices which I have employed, such as

the groupings of constructions of similar alternative force or contrasting, the suggestions in the last two lessons for the handling of English prepositional phrases in translation, etc.

For those who would like to avail themselves of the exercises and exposition of the subject in this book, but prefer another terminology, I have prepared a table of correspondences. The teacher can easily direct the student to substitute in a given heading the name which he desires.

It is impossible to present the cases in a "systematic" order (giving, for example, all the Genitives first, then all the Datives, etc.) without robbing the student of the best prop he can have at this stage—the actual text in which he is advancing day by day. To accomplish this, one would have to begin far on in the reading. This *has* been possible, on the other hand, with the moods, because one is able always to use Indicative ideas, and wait for a given Subjunctive one until it occurs in the text. Fortunately, too, the order of occurrence of the various Subjunctive constructions in Caesar is a fairly favorable one. Any need which the teacher may feel for a systematic exhibit, at any point, of either the cases or the moods, is more than met by the tables given. These are placed, for ready finding, at the very end.

The lessons are based on my own experience, and have been tested by me, in the teaching of young pupils of the second year in the High School of the University of Chicago, in connection with Teachers' Training Courses which I have given for students in the School of Education and in the University proper. They have since been subjected to the experienced and penetrating critical judgment of my collaborators, Mr. Charles Henry Beeson, formerly Head Instructor in Latin and Greek in the Peoria High School, now Assistant Professor of Latin in the University of Chicago, and Mr. Wilbert Lester Carr, formerly Head of the Department of Latin in the Shortridge High School and Supervisor of Latin in the High and Grammar Schools, Indianapolis, now Instructor in Classics in the High School of the University of Chicago.

W. G. Hale

INTRODUCTION

(For the Student)

The main purpose of writing Latin is, for the young student of today, to make the reading of Latin easier and surer. Your Roman writer expresses his meaning to you by the *choice of words*, the *use of inflections* making various cases, moods, and tenses, and the *order* in which he puts the whole before you. When you express in Latin the ideas of the English passages prepared for you, you will be doing the same kinds of things. You will choose the words in translating your English sentences, and in doing this you will get a better feeling for their forces. You will choose the cases, the moods, the tenses, which will express the ideas of the English cases or the cases with prepositions, the English moods or corresponding forms with auxiliaries, and the English tenses, and you will get a surer feeling of the forces of Latin constructions. And you will also choose the order in which you shall put the ideas in your writing, and get a finer feeling for the power which Latin has of presenting things in the most effective shading, made possible by the large freedom of arrangement in that language — a freedom much greater than English possesses. And as you gain in all this, under the criticism of your teacher, you will gain in the power to take in quickly and surely what your Roman author is saying to you.

A second purpose, which will take care of itself if you follow the first one well, is to give you a greater interest in language, for its own sake, and a keener discrimination between what is vigorous and exact and fine in it, and what is slovenly and poor.

LESSON I

To follow the reading of Book I, Chapter 1

[The references are to the Hale-Buck, Allen and Greenough, Bennett, Harkness, and Gildersleeve-Lodge Grammars. N. means Note, R., Remark. A hyphen means that the words connected by it are to be expressed by *one* word in Latin. Parentheses mean that the words inclosed in them would not be expressed in Latin.]

1. **Nominative as Subject or Predicate.** H-B. 335, 319, II; A. 339, 284; B. 166, 168; H. 387, 393; G. 203–206, 211.
2. **Agreement of Verbs.** H-B. 328, 1; A. 316; B. 254, 1; H. 388; G. 211.
3. **Agreement of Adjectives and Participles.** H-B. 320; A. 286; B. 234; H. 394 and 1; G. 289, 211.
4. **Genitive of Possession or Connection.** H-B. 339; A. 343; B. 198; H. 440, 1; G. 362.
5. **Genitive of the Whole.** H-B. 346; A. 346; B. 201; H. 440, 5; G. 367.
6. **Dative with Verbs and Adjectives of Quality, Attitude, or Relation,** as in English *pleasant (to), favorable (to), near (to).* H-B. 362; A. 367, 383; B. 187, II, 192; H. 426, 1, 2, 434, and 2; G. 346, 359.

      Thus **proximī . . . Germānīs,** *next to the Germans.*
7. **Accusative of the Direct Object.** H-B. 390; A. 387; B. 172; H. 404; G. 330.
8. **Accusative of Space-Relations,** except *from, with,* or *in* ideas. The Accusative is thus the case used with a long list of prepositions, of which we have already met (in this order) **in,** *into,* **inter,** *among,* **ad,** *by* or *to,* **trāns,** *across, beyond.* H-B. 455, 457, 1; A. 220, *a, c;* B. 141, 143; H. 420, 2, 3; G. 416, 418.

      a. A very common use of this construction is to express **Direction in Space** (End of Motion) with **ad,** *to,* and **in,** *into.*
9. **Ablative, expressing** *from, with,* or *in* ideas:

      I. Separation (*from* idea), with **ab, dē, ex.** H-B. 405; A. 400, 401, 220, *b;* B. 142, 214; H. 461; G. 417, 1, 5, 6.

      II. Association or Accompaniment (*with* idea), with **cum.** H-B. 418; A. 413; B. 222; H. 473, 1; G. 392.

      III. Location (*in* idea), with **in** of rest or motion *in* a place. H-B. 433; A. 426, 3; B. 228; H. 483; G. 385.

Note 1.—The Latin Ablative is a mixed case, being made up of three cases, which were originally entirely distinct, a *from*-case (Ablative), a *with*-case (Sociative), and an *in*-case (Locative). This is why it has the power of expressing the three widely different ideas, *from*, *with*, and *in*.

Note 2.—The word "Location" is to be taken as meaning exact location *in* a place, the place *where*, not any other kind of location.

10. **Ablative of Respect.** H-B. 441; A. 418; B. 226; H. 480; G. 397.

Note.—Prepositions are of comparatively late origin. There are many constructions with which they never came to be used, or were used only very exceptionally. Where nothing is said about a preposition in describing a construction, it is to be understood that none is used.

11. **The Indicative Mood represents an act or state as a Fact.** The negative is **nōn.** H-B. 544; A. 437; B. 271; H. 520; G. 254.

12. **Normal Order of the Sentence as a Whole:**

Subject and its modifiers, modifiers of the verb, verb. H-B. 623; A. 596 and *a*, 598, *a;* B. 348; H. 664; G. 674 and R.

Chap. 1

(1) The Gauls as-a-whole are divided into Belgians, Aquitanians, and Celts.

(2) The Helvetians also[1] are Gauls. (3) They[2] differ from the rest[3] of the Gauls in language and laws.

(4) The Aquitanians are next[4] to the province.

(5) The province stretches from the Helvetians to Spain.

(6) The Celts are called Gauls. (7) They dwell between the Aquitanians and the Belgians.

(8) Of all these the Belgians and the Helvetians are the bravest. (9) They are next to the boundaries of the Germans; (10) and carry on war almost continually with them,[5] either in their[6] own[6] boundaries or in the boundaries[7] of the Germans.

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[1] *Quoque, also,* is postpositive, that is, never placed first in a sentence or clause. It follows immediately after the word on which it especially bears.

[2] Where the subject is clear, it is generally not expressed in Latin.

[3] Say *the remaining Gauls,* using **reliquus.**

[4] Use **proximus.**

[5] Use **hic,** in the proper case and number.

[6] Referring back to the subject of the sentence. Hence **suus.**

[7] Condense to, *either in their own or the Germans' boundaries.*

LESSON II

To follow Book I, Chapter 2

13. **Apposition.** H-B. 319 and I; A. 281, 282; B. 169, 1, 2; H. 393; G. 321.

14. **Genitive of Material or Composition.** H-B. 349; A. 344; B. 197; H. 441.

> Thus **multitūdine hominum,** *multitude of men* (multitude *made up of* men, *composed of* men).

> Note.—This construction has arisen from the Genitive of the Whole, § 5.

15. **Accusative of the Stretch** (the *how much* idea):

> I. **Extent of Space.** H-B. 387, I; A. 425; B. 181; H. 417; G. 335.

> Thus **mīlia passuum CCXL patēbant,** *extended two hundred and forty miles.*

16. **Ablative of the Point of View from which, with ab or ex.** H-B. 406, 2; A. 429, 4, *b;* H. 485, 4; G. 390, 2, N. 6.

> Thus **ūnā ex parte,** *on one side* (looking at the matter *from one side*).

17. **Prō and prae,** *in front of,* etc., **with the Ablative.** H-B. 407, 1 and footnote 2; A. 221, 17, 19; B. 142; H. 490, 2; G. 417, 9, 10.

> *a.* These words originally meant *forth from, in front from.* The case-usage, thus established, remained fixed.

18. **Volitive Subjunctive** (act *wanted;* English *shall, let,* or English Subjunctive, etc.):

> I. In Proposals or Exhortations. H-B. 501, 2; A. 439; B. 274; H. 559, 1; G. 263, 1.

> II. In Substantive Clauses with **ut,** *that.* H-B. 502, 3, *a*); A. 563; B. 295, 1; H. 564, I; G. 546, 1.

> Note.—"Volitive" and "Volition" are from Latin **volō,** *I want.*— The Subjunctive in this use is also called "Hortatory" and "Jussive." But the word Volitive best fits all persons, and all uses, dependent as well as independent.

19. **Tenses of the Volitive Subjunctive:**

> The Present expresses a present or future Volition. H-B. 500, *b;* A. 439; B. 266; H. 541, 1, 2; G. 263, 1, 509, 1.

20. **Normal Order** (that is, order without special emphasis). H-B. 624, 1, 2, 3, 5; A. 598, *a, b;* B. 350, 1, 2, 4; H. 671, 675; G. 676.

I. Genitives, and Descriptive or Possessive Adjectives, normally follow the nouns to which they belong.

Thus (Descriptive) **fortissimus, cotīdiānus;** (Possessive) **noster, suus.**

II. Pronouns, and Adjectives of Exactness or Quantity, normally precede the nouns to which they belong.

Thus (Pronouns) **is, hic;** (Adjectives of Exactness or Quantity) **ūnus, duo, trēs, omnis, magnus, reliquus.**

III. Appositives normally follow the nouns to which they belong.

21. Emphatic Order:

For **Emphasis,** such words are put in the reverse position. H.-B. 625, I; A. 597; B. 349; H. 665, 3; G. 672, *a*, 1.

(Orgetorix urges others to form a league with him to influence the state.)

Chap. 2

(1) "In-proportion-to the great-number of men and (our) glory in[1] war, our boundaries do not extend many miles. (2) The nature of the *ground* shuts[2] us in on-every-side. (3) On[3] one side we touch the river Rhine, on a second side Mount Jura, on the third Lake Leman and the river Rhone.

(4) We surpass[4] the rest-of-the[5] Gauls in valor. (5) Let us go out from these narrow boundaries. (6) Let us form[6] a league of the nobility, and persuade[7] the state to go out[8] into Gaul."

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[1] Say *glory* OF *war*, that is, glory *belonging to* war, *connected with* war. This is an illustration of the Genitive of Connection, § 4.

[2] Express *shuts in* by one word.

[3] Notice the place of the preposition in this phrase as Caesar writes it.

[4] Use **praecēdō,** as in Chapter 1.

[5] Say *the remaining Gauls.*

[6] *Form a league, persuade the state,* and *go out,* are what the speaker *wants.* What mood of the verbs will express this idea?

[7] **Persuādeō** meant originally, to *make sweet* to somebody (the related word **suāvis** means *sweet*). It thus expressed Quality, and so took the Dative (§ 6). The case-usage, thus established, remained fixed.

[8] Say *persuade the state that it shall go out,* and be careful of your tense.

LESSON III

To follow Book I, Chapter 3

22. **Dative of the Indirect Object.** H-B. 365; A. 362; B. 187, I; H. 424: G. 345.

23. **Accusative of the Stretch** (the *how much* idea, concluded from § 15, I):

    II. **Duration of Time.** H-B. 387, II; A. 423 and 2; B. 181, 1; H. 417; G. 336.

    Thus **rēgnum multōs annōs obtinuerat,** *had held royal power many years.*

    III. **Degree of Activity or Quality.** H-B. 387, III; A. 390, *c;* B. 176, 2, *b*): H. 416, 2; G. 334.

    Thus **nōn esse dubium, quīn tōtīus Galliae plūrimum Helvētiī possent,** *that there was no doubt that the Helvetians were the most powerful (people) of all Gaul* (literally, *were able most*).

    NOTE.—Remember, now, as one rule, that *Extent of Space, Duration of Time, and Degree of Activity or Quality, are expressed by the Accusative.* The three ideas are essentially the same. Compare, in English, *he walks many miles, he walks many hours, he walks much.*

24. **Vocative.** H-B. 400; A. 340; B. 171; H. 402; G. 201, R. 1.

25. **Ablative of Means or Instrument.** H-B. 423; A. 409; B. 218; H. 476; G. 401.

    NOTE.—This construction is Sociative (§ 9, II), corresponding exactly to our common English expression with the preposition *with.* English also employs *by, by means of.*

26. **Quam with Superlative** (meaning *as . . . as possible*). H-B. 241, 4; A. 291, *c;* B. 240, 3; H. 159, 2; G. 303.

27. **Supine in -ū** (an Ablative of Respect, § 10). H-B. 619, 1; A. 510 and N. 1; B. 340, 2; H. 635; G. 436.

28. **Complementary Infinitive.** H-B. 586, *a;* A. 456; B. 328, 1; H. 607: G. 423.

    NOTE.—" Complementary " means completing; here, completing the meaning of the main verb. The subject of the main verb and of the infinitive is the same. Thus, in *we have determined to go*, it is *we* who have determined, and it is *we* who are to do the going.

29. **Clause of Plan or Purpose, with ut or nē, and the Volitive Subjunctive** (*in order that . . . shall . . . or shall not . . . .* More commonly, in English, *in order that . . . may . . . , in order to . . . ,* or simply *to . . .*). H.-B. 502, 2; A. 531, 1; B. 282, 1; H. 568; G. 545, 630.

   Note.—This *shall* in the English translation, like the Latin Subjunctive in the Clause of Plan or Purpose, is Volitive. Our use of *may*, which is more common, has arisen from a different mood-idea, the Potential, which we shall see later.

30. **Normal Order** (concluded from § 20):

   I. The Indirect Object normally precedes the Direct. H.-B. 623, *a;* H. 664, 3; G. 674, R.

   II. Vocatives normally stand after one or more words. H.-B. 624, 6; B. 350, 3; H. 680; G. 201, R. 2, end.

(Orgetorix urges Casticus and Dumnorix to a secret alliance with him.)

_{Chap. 3}   (1) "The Helvetians are[1] the most powerful of all the Gauls. (2) The state has determined to seize[2] lands in Gaul. (3) We have fixed our departure by law. (4) We shall make as large sowings as possible, in order that an abundance of grain shall be-on-hand on the journey.

   (5) Your[3] father, Casticus, held[4] royal-power many years. (6) You,[5] Dumnorix, are acceptable[6] to the people. (7) I shall seize royal-power in my state. (8) With my resources[7] and my army, I shall win royal-power for you[8] in *your*[9] states. (9) It[10] will be very-easy to do."[11]

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[1] Say *are able* (**possum**) *most* (Degree).

[2] Say *occupy.*

[3] Said to one person. Hence **tuus** (corresponding to **tū**).

[4] Use the Perfect. The principle will be explained later.

[5] Said to one person. Hence **tū**.

[6] A word of Quality. What case will, like English *to*, express that toward which the quality is directed?

[7] Use **cōpiae** (plural), in the proper case.

[8] Said to both. Hence plural (**vōs**, in the proper case).

[9] Said to both. Hence **vester** (corresponding to **vōs**). How do you express the emphasis? § 21.

[10] Use **id**, the neuter of **is**, as in Chapter 2, third sentence.

[11] Latin says *in-the-doing.*

LESSON IV

To follow Book I, Chapters 4, 5

31. **Objective Genitive and Genitive of Application**, with a Noun or Adjective. H-B. 354; A. 347; B. 200, 204; H. 440, 2; 450; G. 363, 2; 374. Thus:

Objective Genitive: **Rēgnī cupiditāte**, *by desire of sovereignty*, and **bellandī cupidī**, *desirous of fighting*, both in Chapter 2. This Genitive corresponds exactly to the *Object* of a *verb* (he *desired* sovereignty, they *desired* fighting).

Genitive of Application: **Diē cōnstitūtā . . . dictiōnis**, *on the day appointed for the pleading.* Chapter 4. It is to the pleading that the appointment *applies.*

a. The Genitive of Connection (§ 4) and the Genitive of Application, though they start from different uses of the Genitive, approach each other so closely in meaning that they often are indistinguishable. We shall find these Genitives freely used with words meaning *signal* (*for*), *opportunity* (*for*), *difficulty* (*in*), *experience* (*in*), and the like.

32. **Domum,** *home* (Accusative of End of Motion, § 8, *a*), **takes no Preposition.** H-B. 450, *b;* A. 427, 2; B. 182, 1, *b;* H. 419, 1; G. 337.

33. **Ablative of Accordance.** H-B. 414; A. 418, *a;* B. 220, 3; H. 475, 3; G. 397, N. 1; 399, N. 1.

Thus **mōribus suīs**, *in accordance with their customs.* Chapter 4.

34. **Ablative of the Degree of Difference.** H-B. 424; A. 414; B. 223; H. 479; G. 403.

Thus **nihilō minus**, *the less by nothing, nevertheless.* Chapter 5.

NOTE.—This construction is descended from the Ablative of Means (Means *by which* the *difference* is made. Compare English "taller by a head").

35. **Tenses of the Volitive Subjunctive** (repeated from Lesson II, and continued). H-B. 500, *b;* A. 483; B. 267, 1, 2; H. 543; G. 509, 1.

Present or future Volition is expressed by the Present Subjunctive, past Volition by the Imperfect Subjunctive.

So, for example, a *present* Purpose is expressed by the Present Subjunctive, a *past* Purpose by the Imperfect.

36. **Picturesque Present Indicative for Perfect.** The (really past) event is put before the mind as if it were *now* taking place. H-B. 491, 1; A. 469; B. 259, 3; H. 532, 3; G. 229.

Thus persuādent Rauracīs, *they persuade the Rauraci* (instead of persuāsērunt Rauracīs, *they persuaded the Rauraci*). Chapter 5.

Note.—The Present so used is called the "Historical Present." But this name does not give the *effect* of the tense upon the mind.

<p style="margin-left:0;">Chap. 4</p>

(1) This thing is made-known to the Helvetians. (2) In-accordance-with their customs, they fix[1] a day for[2] the pleading of[3] the case. (3) Orgetorix brought-together all his clients, in order that he might save[4] himself.[5] (4) The state gathered a multitude of men, in order to follow-up its rights by force. (5) After this,[6] Orgetorix died.

5   (6) The state determined nevertheless to go out from their boundaries. (7) The magistrates persuaded the Helvetians to[7] burn all their buildings without[8] exception, in order that hope of returning home should be taken-away.[9]

---

[1] Find the word for *fix* in an early part of Chapter 4.

[2] Be on your guard in translating this.

[3] What case in Latin, and here expressing what idea?

[4] Use ēripiō.

[5] Use the Reflexive Pronoun sē, because *himself* refers back to *he*, the subject.

[6] Use the neuter singular of hic, saying *after this (thing)*.

[7] Persuaded them *that they should burn*. Notice that *should* corresponds to *shall*, as the Latin Imperfect Subjunctive corresponds to the Present Subjunctive.

[8] *Without exception* merely strengthens *all*. Express the idea by putting the Latin word for *all* in the emphatic position.

[9] Use tollō.

LESSON V

To follow Book I, Chapters 6, 7

37. **Ablative of Route.** H-B. 426; A. 429, 4, *a;* B. 218, 9; H. 476; G. 389.
    a. Also called the Way by which. This is only a special use of the Ablative of Means. § 25.

38. **Domō,** *from home* (Ablative of Separation), **takes no Preposition.** H-B. 451, *a;* A. 427, 1; B. 229, 1, *b*); H. 462, 4; G. 390, 2.

39. **Ablative of Manner.** Translated generally by English *with, by,* or *in.* H-B. 445; A. 412; B. 220, 1, 2; H. 473, 3; G. 399, and N. 1.
    Thus **quam maximīs potest itineribus,** *by as long marches* (= AS RAPIDLY) *as possible.* Chapter 7.
    a. Latin generally uses no preposition with this Ablative. But **cum** is *sometimes* used with nouns less frequently employed (only three occurrences in the Gallic War, I–IV).

40. **Relative Pronoun: Gender, Number, and Case.** H-B. 322; A. 305; B. 250, 1; H. 396; G. 614.

41. **Clause of Plan or Purpose, with Relative Pronoun and the Volitive Subjunctive** (*who shall . . .* , or, for the past, *who should . . . .* More commonly, in English, *to . . .*). H-B. 502, 2; A. 531, 2; B. 282, 2; H. 590; G. 630.

42. **Impersonal Verbs, as licet,** *it is permitted.* H-B. 201; A. 207; B. 138; H. 302; G. 208.

43. **Infinitive as Subject.** H-B. 585; A. 452, 1; B. 327, 1; H. 609 and 1; G. 424.
    Thus **ut . . . id sibi facere liceat,** *(asked) that to do this be permitted to them, that they be allowed to do this.* **Id facere,** *to do this,* is the Subject of **liceat,** *be permitted.*

44. **Indicative Tenses of the Past.** H-B. 466, 1 and *a*, and 2; A. 470, 473, 477; B. 257, 1, 2; H. 196, 1, 2, 197; G. 223, 224.
    I. The Imperfect represents an act as *in progress* (going on) at a past time, and so gives the Situation, the State of Affairs, generally with reference to some other act.
    II. The Aoristic Perfect expresses a past act *as a whole* and by itself, without reference to any other act.
    NOTE.—" Aoristic " practically means *unrelated,* that is, *by itself.* —This tense is also called the " Historical Perfect " or the " Indefinite Perfect."

a. The Picturesque Present, as seen in Lesson IV, §36, is often used in place of an Aoristic Perfect.

b. Briefly, then, we may say:

45. **The Imperfect expresses the Situation, the Aoristic Perfect and Picturesque Present, the Main Event.**

46. **Aoristic Narrative Clause, with ubi, ut, postquam, or simul (atque), and the Indicative.** H-B. 557; A. 543; B. 287, 1 and *a;* H. 602; G. 561.

a. The tense is the Aoristic Perfect (whence the name), or the Picturesque Present.

b. So used, **ubi** and **ut** mean *when,* **postquam** means *after,* and **simul (atque)** means *as soon as.* Of these conjunctions, **ubi** and **postquam** are the ones you will meet oftenest in Caesar. The latter first occurs in Chapter 24.

_{Chap. 6} (1) The Helvetians were[1] able to go out from home by two ways. (2) The way through the (country of the) Sequanians was narrow and difficult. (3) The way through the Allobroges and the Roman province was much[2] easier. (4) They determined[3] to go by this way.

7 (5) When[4] Caesar was informed[5] of this, he hastened by[6] as long marches as possible from the city into farther Gaul.

(6) The Helvetians sent ambassadors to Caesar to ask (= who should ask) that it[7] should be permitted to them to make a journey through the province.

(7) Caesar answered: "I shall deliberate with[8] regard to this matter. Return[9] about[10] the Ides of April."

---

[1] Note carefully in this paragraph (Sentences 1-4) what is situation and what is main event, and express by your tense.

[2] In Latin, *easier by much.* §34.

[3] You might use the Picturesque Present here.

[4] Use **ubi.**

[5] Say *was made more certain concerning* (dē) *this thing* (rēs).

[6] *By . . . long marches* is an instance of Means *passing over into* Manner.

[7] This *it* is a mere filling-out word, called an *expletive.* It serves only to introduce the verb. Latin generally does not use such an expletive.

[8] *With regard to=concerning.*

[9] Imperative.   [10] Use **ad.**

LESSON VI

To follow Book I, Chapters 8–10

47. **Ablative with Verbs of Separation, with or without a Preposition.**   H-B. 408, 1–3; A. 401; B. 214, 1, 2; H. 462; G. 390, 2.

> NOTE.—In general, the more a verb inclines to a figurative rather than a literal meaning, the less likely the Ablative is to take a preposition.   But there are exceptions.   Note the phrases as you find them.

48. **Perfect Passive Participle.**   H-B. 600, 4; A. 489; B. 336, 3; H. 640; G. 282.

49. **Ablative Absolute.**   H-B. 421, 1–8; A. 419 and *a*, 420, 1–5; B. 227 and 2, *a*)–*e*); H. 489 and 1; G. 409, 410.

> NOTE.—This is in origin a *with*-construction (Sociative Ablative).   Thus, **eō opere perfectō,** *with this work completed,* Chapter 8; **Sēquanīs invītīs,** *with the Sequanians unwilling,* Chapter 9.   But the construction, once originated, gained a free use, and often must be translated by the English Nominative Absolute, or still more freely.   Thus, *this work having been completed; against the will of the Sequanians.*   It is employed to express Time, Situation, Means, Manner, Condition, etc.

50. **Use of the Pronouns hic and is.**   H-B. 271, *a;* A. 297, *a, d;* B. 246, 1, 247; H. 505, 1, 508; G. 305, 308.

   I. **Hic,** *this,* refers to something close at hand.   It thus often indicates something just mentioned, or about to be mentioned.

   II. **Is,** *this, the,* is less sharply specific.   For that reason, it serves as *the common unemphatic pronoun of the third person.*   Thus **is,** *he,* **eius,** *his,* **eum,** *him,* **eōrum,** *their,* **eīs** or **iīs,** *to them,* etc.

   a. **Is,** *the,* is very common with a Determinative Clause.   See § 53, *a.*

51. **Pronouns as Substantives,** especially in the *Neuter,* singular and plural.   Thus **id,** *this thing, this, it;* **ea,** *these things;* **id quod,** *that which;* **ea quae,** *the things which,* etc.   H-B. 272, and *a;* A. 296, 2; B. 246, 247, 2; H. 505, 508; G. 305, 308.

52. **Clause of Plan or Purpose, with quō and a comparative,** *by which the more* (or *less*) . . . , and the **Volitive Subjunctive.**   H-B. 502, 2, *b;* A. 531, 2, *a;* B. 282, 1, *a;* H. 568, 7; G. 545, 2.

   a. The **tenses** are as explained before, § 5.

53. **Determinative Clause of Fact** (telling *what* person, *what* thing, is meant) **with the Indicative.** English *the . . . who . . . , the . . . which . . .* , etc. H-B. 550; A. 308, *c;* B. 312; H. 510, 6; G. 624.

    a. The Determinative Clause, with the antecedent (which is generally **is**) is like a big Determinative Pronoun, *pointing* at something. The **is** alone, like English "the," is not enough. The clause *pieces out* the **is.** Thus, **eā legiōne quam sēcum habēbat,** *with the legion which he had with him.* Chapter 8.

54. **Ūllus** (and **quisquam**), *any, anyone,* **are used especially with negative ideas, expressed or implied, or a comparative.** H-B. 276, 7; A. 311; B. 252, 4; H. 513; G. 317, 1.

    a. **Quisquam** will occur soon (Chapter 19).

  (1) Meanwhile he carried a wall from Lake Leman to Mount Jura, in order[1] the more easily to keep[2] the Helvetians from (their) journey. (2) When the ambassadors returned, he answered them thus:[3]

    (3) "In-accordance-with the custom of the Roman people, I cannot give to anyone that which[4] you ask."

    (4) The Helvetians therefore[5] attempted to break through. (5) Having-been-repulsed, they determined to go out by the **9** other way. (6) With Dumnorix as mediator, they obtain from the Sequanians that which they desire.[6]

10   (7) This[7] having been announced, Caesar hurries into Italy, collects[8] five legions there, and with these forces makes-haste to go into farther Gaul.

---

    [1] In the Latin, *by which the more easily he should keep.*

    [2] **Prohibeō.** This word takes either the bare ablative of separation, or the ablative with **ā** or **ab.**

    [3] Use **ita.** From this comes **itaque** (**ita**+-**que**), *and so, therefore,* which you will use in Sentence 4.

    [4] The clause explains what the *that* is. What kind of clause is it, then?

    [5] **Itaque** stands first in its sentence, like English *and so.*

    [6] Use **volō,** *want.*

    [7] Say *this thing having been announced, with this thing announced,* using either **hic** or the *less emphatic* pronoun **is,** and **rēs.**

    [8] You have had the word in Chapter 4.

LESSON VII

To follow Book I, Chapters 11, 12

55. **Ablative of the Time at or within which.** H-B. 439; A. 423 and 1; B. 230, 231; H. 486; G. 393.

> NOTE.—This construction is mainly Locative in origin, like the corresponding English expression with *in* or *on*.

56. **The Past Perfect ("Pluperfect") Indicative represents an act as, at a past time, completed.** It thus, like the Imperfect, shows *how things were* at that time (Past Situation, Past State of Affairs). H-B. 468, 5; A. 477; B. 263; H. 539; G. 241.

57. **Anticipatory Subjunctive, or Subjunctive of "Expectancy"** (act *looked forward to*), **with words meaning** *until* (as **dum** and **quoad**). Translated by *shall*, or English Present Indicative; *should* for the past. H-B. 507, 5; A. 553; B. 293, III, 2; H. 603, II, 2; G. 572.

> NOTE.—Notice that the Latin Subjunctive and English *shall* (past *should*) are alike in being able to express either the Volitive or the Anticipatory idea. So far, then, as we have covered the Latin Subjunctive in these Lessons, we may call it the *shall*-Mood.

58. **Tenses of the Anticipatory Subjunctive.** The Present and Perfect express present or future anticipation (thus, *until . . . shall arrive*), the Imperfect and Past Perfect, past anticipation (thus, *until . . . should arrive*). The two tenses of completed action (Perfect and Past Perfect) differ from the others only in representing an act as in a *completed* state (*until . . .* SHALL HAVE *arrived, until . . .* SHOULD HAVE *arrived*).

59. **Supine in -um, to express Purpose after Verbs of Motion, real or figurative.** H-B. 618; A. 509; B. 340, 1; H. 633; G. 435.

> NOTE.—This is merely a Verbal Noun, in the Accusative of the End of Motion (§ 8, *a*) without a preposition, like **domum** (§ 32). The end of the motion is here an *act*.

60. **Ablative Absolute to translate the English Perfect Active Participle.** H-B. 602, 1; A. 493, 2; B. 356, 2, *b*); H. 640, 4; G. 410, R. 1.

> NOTE.— Latin has no Perfect Active Participle (except for Deponent Verbs; see § 61). When, then, you decide that you want to write a perfect participle, you must change the *voice*, and use the Ablative Absolute. Thus, *having destroyed the fortunes* becomes *the fortunes having been destroyed*.

61. **Deponent Verbs,** that is, verbs passive in form but active in meaning (as **populor,** *I lay waste*). H-B. 291; A. 156, *b;* B. 112; H. 222; G. 113.

62. **Adjective as Substantive** (as **reliquī,** *the rest*). Used especially in the *Plural*, masculine or neuter. H-B. 249, 2; A. 288, 289, *b;* B. 236, 1; H. 494; G. 204, N. 1, 2.

Chap. 11

(1) The Helvetians had[1] by-this-time[2] gone out of their boundaries, and were-laying-waste[3] the fields of the Haeduans. (2) The-latter[4] were unable to defend themselves. (3) They therefore sent ambassadors to Caesar to ask[5] assistance. (4) At the same time, the Ambarri sent ambassadors who should[6] likewise ask assistance. (5) Caesar determined[7] not to wait until the Helvetians, having laid waste[8] the fields of the allies of the Roman people, should accomplish[9] their journey into the (country of the) Santoni.

12

(6) The Helvetians were by-this-time engaged[10] in[10] crossing[10] the Rhone. (7) Caesar waited until they should have led three quarters of (their) forces across. (8) Then he cut[11] the remainder to pieces.

---

[1] What do *had gone out, were laying waste* (in 1), *were unable* (in 2), and *sent* (in 3) express for the story—situation or main event? What tenses, then? § 45.

[2] **Iam,** *by this time, already,* always contrasts a time with a previous one.

[3] Use **populor** (deponent).

[4] Say *these,* meaning the ones nearest at hand (that is, last mentioned). § 50, I.

[5] Use the new way of expressing purpose learned in this lesson.—Never use an *infinitive* to express Purpose in Latin prose.

[6] Use, for variety, the way learned before (§ 41) to express purpose.

[7] Remember that **cōnstituō,** *determine (to),* takes the complementary infinitive. § 28.

[8] Use **vāstō,** and note that it cannot have a perfect active participle.

[9] Use **cōnficiō,** *thoroughly do, finish, accomplish.*

[10] In Latin, simply *were crossing.* What does the tense express?

[11] Express *cut to pieces* by one compound verb.

LESSON VIII

To follow Book I, Chapters 13, 14

63. **Use of the Pronoun ille.** H-B. 271, *a;* A. 297, *b;* B. 87; H. 505;
G. 307.

    a. As **hic** means *this* (near at hand), so **ille** means *that*
(more distant).

64. **Genitive with Verbs of Remembering or Forgetting.** H-B. 350;
A. 350, *a–c;* B. 206, 1, 2; H. 454; G. 376.

65. **Ablative of Cause or Reason.** Idea expressed in English by
from, with or *by,* or *in;* also by the phrases *on account of,*
because of. H-B. 444: A. 404, 431; B. 219; H. 475; G. 408.

    a. Note that, of the English translations, *from* is S parative,
with (or *by*) Sociative, and *in* Locative. The Latin construc-
tion is similarly of threefold origin.

66. **Subjunctive of Obligation or Propriety.** English *should* or
ought. H-B. 512 and *b,* 513, 1, 2; A. 444, 535, *a;* B. 277, 283,
1, 2; H. 559, 4, 591, 1, 2; G. 631, 2. Used especially in:

    I. Questions.

    II. Relative Clauses with words meaning *why,* or *on*
account of which (as **quārē**).

    Thus **nihil commissum ā sē . . . quārē timēret,** *(that) noth-*
ing had been done by them on account of which they ought to
fear. Chapter 14.

67. **Tenses of the Subjunctive of Obligation or Propriety:** The
Present expresses a present obligation or propriety, the Im-
perfect a past one.

68. **General Statement for the Tense-Meanings of the Subjunctive:**
As we have been constantly seeing, *the Present and Perfect*
are tenses of a present or future point of view, the Imperfect
and Past Perfect of a past point of view.

    a. From this fact follows the relation next stated:

69. **Natural Tense-Harmony of Dependent Subjunctives with Main**
Verbs ("Sequence of Tenses"):

    In combinations of main verbs and dependent Subjunctives,
a main verb of the present or future is generally accompanied
by a Present or Perfect Subjunctive, and a main verb of the
past by an Imperfect or Past Perfect Subjunctive.

    a. Thus the purpose of a present act is naturally a *present* purpose (Present Subjunctive), while the purpose of a past act is naturally a *past* purpose (Imperfect Subjunctive).

70. **Nē is the Negative for the Volitive Subjunctive** (act *not* wanted). H.-B. 464, 1; A. 439; B. 274, 275; H. 559; G. 260.

71. **Rhetorical Order:** An idea may be made prominent in a sentence or clause by putting it *at the head* of the whole (sometimes even before a conjunction), or by *holding it up* beyond its normal place (*Suspense*). The most emphatic places are thus the first and the last. H.-B. 625, I–III; A. 595–597; B. 349; H. 665, 1, 2; G. 672.

(Divico, the Helvetian ambassador, addresses Caesar after the battle.)

Chap. 13

(1) "Why[1] do[2] you glory in[3] our disaster? (2) The gods will punish those who have inflicted injuries without cause. (3) Why should[4] we fear you? (4) Remember the old victory of the Helvetians. (5) Let[5] not a *new* place take a name from a *new* destruction of a Roman army."

14

(6) To this[6] Caesar answered: "I do not forget the battle which you have mentioned. (7) The Roman people was[7] not at that[8] time on its guard. (8) It had done nothing on-account-of-which it ought to fear. (9) There are many reasons why the *Helvetians* should fear. (10) The gods often[9] grant longer impunity to men, in order that they may punish[10] them more severely for[11] their[12] crime."

---

  [1] Use **cūr.**

  [2] A question of fact. *Do . . . glory* becomes one word in Latin.

  [3] Be on your guard. Always make out the *idea*, and translate *that*, not the individual words. What idea does this phrase express?

  [4] This practically means, we *ought not* to fear you. It is thus a question of obligation or propriety. In what time, and hence in what tense?

  [5] This *let . . . take* is volitive. What will be the Latin word for *not?*

  [6] Latin, more exactly, would say *to these things* (**hic,** used substantively).

  [7] Say *was not guarding.*

  [8] *That* expresses a more distant time. What pronoun?

  [9] You have seen the word in Chapter 1.

  [10] Use **ulcīscor,** for practice with a deponent.

  [11] *For* is a tricky word. Here = *in return for.* See Chapter 14.

  [12] "His," "their," etc., when not reflexive, are expressed by the Genitive of **is** (or **hic,** or **ille**). Thus **eius,** *of him,* = *his;* **eōrum,** *of them,* = *their.* §50, 4.

LESSON IX

To follow Book I, Chapters 15–17

72. **Agreement by Sense.** A Verb agreeing with a Collective Noun *may be* in the Plural. H-B. 331, 1; A. 317, *d*; B. 254, 4; H. 389, 1; G. 211, Exception *a*.

73. **Comparative of unusual or excessive degree, and Superlative of very high degree.** H-B. 241, 1–3; A. 291, *a, b*; B. 240, 1, 2; H. 498; G. 297, 2, 302.

> Thus **cupidius**, *too eagerly*, Chapter 15; **diūtius**, *unreasonably long*, Chapter 16; **aegerrimē**, *with the greatest difficulty*, Chapter 13.

74. **Ablative of the Agent, with ā or ab.** H-B. 406, 1; A. 405; B. 216; H. 468; G. 401.

75. **Volitive Subjunctive Clause of act not wanted, after verbs of** *hindrance, prevention,* **or** *check.* Connective necessarily *negative* (**nē**, **quīn**, or **quōminus**). Generally best translated by *from . . . -ing.* H-B. 502, 3, *b*); A. 558, *b*; B. 295, 3; H. 596, 2; G. 547–549.

> NOTE.—The construction originated in combinations like **multitūdinem dēterrēmus**: **nē frūmentum cōnferant**, *we are frightening-off the people: they* SHALL NOT *collect grain*. This amounts to saying, *we are frightening the people off* FROM COLLECTING GRAIN.
>
> *a.* **Nē** is used after an affirmative clause, **quīn** after a negative, **quōminus** after either. **Nē** means *not,* **quīn**, *but that,* **quōminus,** *by which the less.*
>
> *b.* **Tenses.** By the inherent forces of the Subjunctive tenses now familiar (§ 68), an act not wanted in the present is expressed by the Present Subjunctive, an act not wanted in the past by an Imperfect Subjunctive.

76. **Picturesque Tenses in Subordinate Clauses :**

> A Picturesque Present in the main sentence may be followed in a subordinate clause of any mood by either a picturesque tense (Present or Perfect), or a sober tense of the past (Imperfect or Past Perfect). H-B. 491, 2; A. 485, *e*; B. 268, 3; H. 546; G. 509, 2, *a*.
>
> *a.* But sober tenses of the past are regularly followed in subordinate clauses by sober tenses only.

(Use picturesque tenses, for practice, wherever possible.)

Chap. 15 (1) On the following day the enemy repel our cavalry, which was-pursuing[1] them too boldly. (2) Elated with this victory, they annoy our-men.[2] (3) Caesar, however,[3] in order that our men may be better-prepared,[4] keeps them from battle.

16 (4) Meanwhile the day is-at-hand, on which[5] it[6] will-be-necessary[7] to distribute grain to the soldiers. (5) Caesar is not relieved by his allies the Haeduans. (6) He complains very bitterly.

17 (7) Then Liscus discloses[8] the-following-things[9] to him: (8) "A-number-of-persons[10] are more powerful than[11] the magistrates. (9) They are frightening the people from getting-together[12] the grain. (10) Your plans are being disclosed to the enemy."

---

[1] What idea does the tense express?

[2] **Nostrī,** plural of **noster,** and **suī,** plural of **suus,** are often used substantively.

[3] **Autem,** *on the other hand, however* (rarely *moreover*), is postpositive and regularly stands second in the sentence or clause.

[4] Say simply *more-prepared.* Consider your connective. § 52.

[5] What does this clause do?

[6] Be on your guard about this *it.*

[7] Use the impersonal verb **oportet,** in the proper form.

[8] Use **ēnūntiō,** from Chapter 17, toward the end.

[9] Say *these-things.* The close-at-hand pronoun may point forward, as well as backward.

[10] Simply **nōn nūllī.**

[11] Use **quam.** The case which follows it will be the same as that which precedes.

[12] The verb which you will use refers to *the people.* What about the *number* of the verb?

LESSON X

To follow Book I, Chapters 18, 19

77. **Domī,** *at home* (a Locative case).   H-B. 449, *a;* A. 427, 3; B. 232, 2; H. 484, 2; G. 411, R. 2.

78. **The Genitive of the Whole** (§ 5) is frequent with words like **nihil,** *nothing,* **aliquid,** *something,* **quid,** *what,* **satis,** *enough,* etc.

 Thus **satis esse causae arbitrābātur,** *he thought there was enough (of) reason, sufficient reason.*   Chapter 19.

79. **Verbs Perfect in Form, but Present in Meaning,** as **cōnsuēvī,** *I am accustomed,* **ōdī,** *I hate.*   H-B. 199, 1, 2, 487; A. 476; B. 262, *a,* 133, 2; H. 299, 2; G. 175, 5.

80. **Clause of Fear, with nē** (originally a Volitive clause, representing the act as *not wanted*). Translated by English *lest* or *that.* H-B. 502, 4; A. 564; B. 296, 2; H. 567, 1; G. 550, 1, 2.

 NOTE.—The original meaning was *I am afraid: I* DON'T WANT *so and so to happen* (the nē being a mere negative adverb). But the *combination* suggests, *I am afraid that so and so* WILL *happen* or MAY *happen;* and this becomes the actual force. **Nē** thus becomes in effect a conjunction. Our English translation with *that* or *lest* is simply *our* way of expressing the idea, but is in itself of an entirely different nature.

 a. **Tenses:** The Present Subjunctive expresses a present or future fear, the Imperfect a past fear.

81. **Anticipatory Subjunctive** (act *looked forward to*), **with words meaning** *before* (as **priusquam**). Translated by *before . . . shall . . . (should* for the past), or *before . . . -ing.* H-B. 507, 4; A. 551, *b, c;* B. 292; H. 605, I, II; G. 577.

 a. The tenses are as explained before, § 58.

82. **Indirect Discourse.** H-B. 589, 398, 593; A. 579, 580, 584; B. 313, 314, 1, 270, 1; H. 641, 642, 617; G. 650, 343, 2; 653.

 Principal Statements of Fact are expressed by the Infinitive with its Subject in the Accusative. The English equivalent is an Indicative clause introduced by "that."

 a. **The Tenses:**

 The Present Infinitive expresses relatively present time.

 The Perfect Infinitive expresses relatively past time.

 The Future Infinitive expresses relatively future time.

83. **Omission of Connective** (called "Asyndeton") **for rhetorical effect.** H.-B. 305, I, *a;* A. 601, *c;* B. 346; H. 657, 6; G. 473, R.

Chap.
18 (1) Caesar, having dismissed the council, learns the-same-things from others: (2) that[1] Dumnorix is-eager[2] for change; (3) that at the coming of the Romans his power at home was diminished; (4) that he has married[3] the daughter of Orgetorix the Helvetian; (5) that for[4] these reasons he favors[5] the Helvetians, and[6] hates the Romans; (6) that the beginning of the flight of the cavalry was made by *his* horsemen.

19   (7) There was sufficient reason why Caesar should[7] punish[8] him[9] for[10] his crime. (8) But he feared that he should lose[11] the affection of Diviciacus, the brother. (9) Therefore, before deciding[12] anything, he talked with the latter and told him[9] the things which had been disclosed to him.[9]

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[1] This English conjunction "that" shows that what is coming is an indirect report of the things said to Caesar — that is, that it is in **Indirect Discourse.** *Never* use a conjunction in translating "that" introducing a statement in Indirect Discourse.

[2] **Studeō,** a verb of attitude. What case, then, will follow it? *For* is here an expression of the Direction of the eagerness.

[3] For *marry,* said of the man, look back at Chapter 9.

[4] *For* here expresses cause. Say *on-account-of these things,* with **ob,** as in Chapter 13. **Ob** is used especially with **causa** and **rēs.**

[5] **Faveō** is a verb of attitude (*am favorable to*).

[6] Give rhetorical effect of contrast by way learned in this Lesson.

[7] Relative clause of propriety. § 66.

[8] Use **ulcīscor,** as in Lesson VIII, for practice with a deponent.

[9] *Him* occurs three times in Sentences 7 and 9. In translating, distinguish between the personal pronoun **is** and the reflexive pronoun.

[10] What does *for* mean here?

[11] Say *turn-away from himself,* and use **animus** for *affection.*

[12] Say *before he should decide.* For *anything,* use neuter of **quisquam,** *anyone.* This is because **prius** of **priusquam** is a comparative (**priusquam** means *sooner-than*). § 54.

LESSON XI

To follow Book I, Chapters 20, 21

84. **Dative of Reference or Concern.** Almost any verb or adjective
    may be followed by a Dative of the Person to whom the act or
    quality *refers*, or whom it *concerns*. Translated by English
    to, for, for the sake of, with reference to, as concerns. H-B.
    366; A. 376; B. 188, 1; H. 425, 4; G. 352.

    Thus **praeterita sē Dīviciācō frātrī condōnāre dīcit,** *tells
    him that he condones the past for the sake of* (having reference
    to) *his brother Diviciacus.* Chapter 20.

85. **Ablative with ūtor, fruor, fungor, potior, vēscor.** H-B. 429;
    A. 410; B. 218, 1; H. 477; G. 407.

    Note.—This is in origin an Ablative of Means. **Ūtor,** for ex-
    ample, meant originally *help oneself with* (something), and so came
    to mean *use* (something); **potior** meant *make oneself powerful by
    means of* (something), and so came to mean *get possession of* (some-
    thing). The case, thus established, remained fixed.

86. **Tenses in Indirect Discourse in English and Latin:**

    English introduces a Principal Statement in Indirect Dis-
    course by *that,* and makes the tense fit that of the main verb.
    Latin changes the mood, but *keeps the tense.* Thus:

    Diēs īnstat, *the day is at hand.*
    Dīcit diem īnstāre, *he says that the day is at hand.*
    Dīxit diem īnstāre, *he said that the day was at hand.*

    Diēs vēnit, *the day has come.*
    Dīcit diem vēnisse, *he says that the day has come.*
    Dīxit diem vēnisse, *he said that the day had come.*

    Diēs veniet, *the day will come.*
    Dīcit diem ventūrum (esse), *he says that the day is going-
    to-come* (= *will come*).
    Dīxit diem ventūrum (esse), *he said that the day was
    going-to-come* (= *would come*).

    Note.—In Caesar, the form *without* **esse** is the more common one
    for the Future Infinitive.

87. **Use of Adjectives to denote a Part of something.** Thus **sum-
    mus mōns,** *the top of the mountain.* H-B. 244; A. 293; B.
    241, 1; H. 497, 4; G. 291, R. 2.

88. **Sub,** like *in*, takes the Accusative of Motion TO a place, the Ablative of Rest or Motion IN a place. H.-B. 457, 1; A. 221, 22, 1, 2; B. 143; H. 490, 3; G. 418, 2, *a, b*.

89. **Ad** with the Accusative is often used to express Purpose or Application. H.-B. 384, 3; A. 385, *a;* B. 192, 2, N.; H. 435, 1; G. 359, 3.

   Thus **quibus opibus . . . ad perniciem suam ūterētur,** *which resources* (his brother) *was using almost for his destruction* (for the purpose of destroying him). Chapter 20.

Chap. 20   (1) Diviciacus entreated Caesar not[1] to punish his[2] brother; (2) (saying)[3] that he (the brother)[4] was[5] desirous of power; (3) that he himself had been very powerful, and[6] his brother[7] very weak; (4) that Dumnorix[7] was using these resources for injuring[8] him; (5) that nevertheless he was influenced by love of his[2] brother, and feared the opinion of the populace.

   (6) Caesar answered that he would[9] condone the wrong to[10] the state for-the-sake-of Diviciacus.

21   (7) The enemy on the same day took-position under a mountain eight miles from our camp. (8) Caesar sends Labienus with two legions to seize the top of the ridge of this mountain. (9) He himself follows in[11] the fourth watch by the same road.

---

[1] Say *that he should not.* For *that . . . not,* use **nē.**

[2] Possessive adjectives and corresponding genitives ("his," "their," etc.) are not expressed in Latin when the meaning is clear without them.

[3] Don't translate, but express the idea by the mood that follows.

[4] Don't translate, but express by using the more remote pronoun for *he.*

[5] Be careful of your tenses throughout this passage. For each verb ask yourself what would be the tense of the *original,* and use that tense.

[6] Express the contrast in the most rhetorical way.

[7] Express simply by using the right pronoun. See how Caesar contrasts the two men by the pronouns used.

[8] Say *for his injury.*

[9] Say *was going-to-condone.*

[10] Express by the objective genitive. Dumnorix had *wronged the state.*

[11] Note in your text the peculiar Latin construction for expressions of time with **vigilia.**

LESSON XII

To follow Book I, Chapters 22, 23

90. **Hic and ille used to distinguish between persons or things just mentioned, hic** meaning the one last mentioned (*the latter*), and **ille** the one mentioned farther back (*the former*). H-B. 274, 2; A. 297, *a, b;* B. 246, 1; H. 506, 1, 2; G. 307, R. 1.

91. **English Present Participle often inexactly used,** where the action is in fact already *finished* before the main act. H-B. 602, 1; A. 489; B. 336, 3; H. 640, 4; G. 410, R.

   a. Examine every English present participle carefully before translating.

92. **Latin Participle used to express Situation, often with a causal or adversative suggestion** (*because,* or *although,* etc.). Thus **hostēs perterritī fūgērunt,** *the enemy, (because they were,* or, *on account of being) panic-stricken, fled.* H-B. 604, 2; A. 496; B. 337, 2; H. 638, 1, 2; G. 664–667.

Chap.
22   (1) Labienus, seizing the top of the mountain before day-break,[1] waited[2] until *Caesar's* forces should be seen[3] near the enemy's camp. (2) Considius, however, brought[4] back word to Caesar that[5] the mountain had been seized by the Helvetians. (3) Therefore neither Caesar nor Labienus joined battle with the enemy that day.

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[1] Express by adjective and noun.

[2] In English, such a statement would always be put as an Event. In Latin, you can either put it as an Event, by itself, or put it as a Situation, in preparation for something that is coming. In the latter case the effect will be as if we said, in English, *Labienus was now waiting.*

[3] A Roman would say more exactly, *should have been seen.*

[4] *Brought back word* is expressed in Latin in one word. From this point on, such combinations will generally be left to you to make out for yourself without help. Hyphens will not be used unless they would be used in English.

[5] Remember that *the English sign of Indirect Discourse is "that;" the Latin sign the Infinitive with its Subject in the Accusative.*

Chap.
23

(4) Two days in all now remained before he was[6] to[6] give out grain to the soldiers. (5) It was necessary to look out for[7] supplies. (6) Caesar, therefore, changing his[8] plan, turned his route away from the Helvetians. (7) The latter thought that the former was abstaining from battle on account of being panic-stricken, and began to worry our men on[9] the rear of their[8] line of march.

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[6] Only another way of saying, *before he should give out grain*.

[7] That is, *look out with reference to*.   *Supplies* here means *the matter of grain* (*of grain* being expressed by an adjective).

[8] Do you need to express this word in Latin?

[9] This is an illustration of the peculiar Latin idiom of the point of view from which.   § 16.

LESSON XIII

To follow Book I, Chapters 24–29

93. **The Interrogative Pronoun, quis,** *who?*   H-B. 275, 1; A. 333;
B. 90; H. 511; G. 106.

94. **Dative of Tendency or Purpose.**   Generally combined with a
Dative of Reference ("Two Datives").   H-B. 360 and *b;* A.
382 and 1; B. 191 and 2; H. 433; G. 356.

   Thus **Gallīs magnō . . . erat impedīmentō, quod . . . neque
ēvellere neque . . . poterant,** *it was (for) a great hindrance
to the Gauls that they could neither pull out (the javelins)
nor . . .* Chapter 25.

95. **Substantive quod-Clause of Fact,** with the Indicative.   English
that-Clause. H-B. 552, 1; A. 572; B. 299; H. 588, 3; G. 525.
See example under the preceding heading.

96. **Potential Subjunctive** (Subjunctive of Possibility or Capacity.
English *can, could, may, might*). H-B. 516 and *a;* A. 446,
447; B. 280, 1; H. 552, 555, 591, 1; G. 257, 258.
   Thus:
   Nihil erat, quō famem tolerārent, *there was nothing with
which they could relieve hunger.*   Chapter 28.
   **Erant omnīnō itinera duo, . . . ūnum . . . angustum et
difficile, vix quā singulī carrī dūcerentur,** *there were, in all, two
ways . . . ; one narrow and difficult, by which carts could
with difficulty be drawn through, one at a time.*   Chapter 6.
   Restrict your use of the Potential Subjunctive to:
   I. Independent Sentences expressing or implying a nega-
tive.
   II. Dependent Clauses with Relatives, after expressions of
existence or *non-existence.*
   a. Elsewhere, use the verb **possum,** *be able,* in the proper
mood.

97. **Tenses of the Potential Subjunctive:** The Present expresses a
present or future possibility, the Imperfect a past possibility.
The other tenses are less common.

98. The **Infinitive** is regularly used with **iubeō,** *command,* and **vetō,** *forbid.* The *Subject* of the Infinitive is of course in the Accusative.   H-B. 587, *b;* A. 563, *a;* B. 331, II; H. 565, 3; G. 423, 2, N. 6.

    a. We have **iubeō** in Chapter 19, and we shall have **vetō** in II, 20.

<table>
<tr><td>Chap.
25</td><td>(The Helvetians before the battle) (1) " Who can think[1] that the Romans can break our phalanx? (2) Or who can persuade himself that[2] a few[3] legions can resist[4] our multitude?"</td></tr>
<tr><td>24</td><td>(3) Caesar drew up a line of battle half[5] way up the nearest hill. (4) The enemy, forming a phalanx, came under this hill.</td></tr>
<tr><td>25</td><td>(5) Caesar ordered[6] our men to throw their javelins. (6) It was a great hindrance to the enemy that[7] one blow of the javelins transfixed[8] a number of shields; (7) for[9] then there was nothing with which they could ward[10] off the Roman swords.</td></tr>
<tr><td>26
27
28</td><td>(The Helvetians after the battle) (8) "We cannot go farther;[11] for there is no[12] grain with which we can relieve hunger. (9) Let us ask[13] peace of Caesar."</td></tr>
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  [1] Use **putō.** What answer does the question imply? What mood, then?

  [2] Is this a volitive clause (a course of action *wanted,* such as we have had before, after **persuādeō),** or is it an indirect statement of fact?

  [3] The Latin word was last seen in Chapter 18, last sentence.

  [4] A verb of attitude.

  [5] See how Caesar expresses the idea.

  [6] Use **iubeō,** for practice.

  [7] This is a substantive **quod**-clause of fact.

  [8] Say *was transfixing* (situation).

  [9] Use **enim,** from Chapter 14, middle. It is postpositive, like **autem.**

  [10] *Ward off* is **dēfendō** (the *original* meaning).

  [11] **Longē** means *far.* What would mean *farther?*

  [12] Say *for there is nothing of grain.* § 78.

  [13] Say *ask . . . from.* Get your words from Chapter 20, second half.

LESSON XIV

To follow Book II, Chapters 1–3

90. **Two Objects, with verbs of** *making, choosing,* **etc.** The second object may be either a noun or an adjective. H-B. 392; A. 393; B. 177; H. 410; G. 340.

Thus:

Utī . . . sē . . . certiōrem faciant, *that they should make him more certain (should inform him).* Chapter 2.

Boiōs sociōs sibi adscīscunt, *they join the Boii to themselves as allies,* I, 5. (They *make them* allies.)

a. The Second Object is like a predicate. Thus the Second Object **certiōrem** in the first example above corresponds to the Predicate Nominative **certior** in **Caesar certior fīēbat,** *Caesar was being made more certain (being informed),* in Chapter 1.

100. **Accusative as Subject of any Infinitive.** H-B. 585, *a,* and 594, with footnotes 1 and 2; A. 397, *e,* N.; B. 184; H. 415; G. 527, 535.

Thus **exercitum hiemāre in Galliā molestē ferēbant,** *endured with difficulty (were annoyed) that an army should winter in Gaul.* Chapter 1.

101. **Subjunctive of Certainty in an Imagined Case (Subjunctive of Ideal Certainty).** Translated in the second and third persons by English *would.* H-B. 518; A. 446; B. 280, and 2; H. 553, 2; G. 257.

NOTE.—The first person, which does not occur in Caesar, is translated by English *should.* Thus *I should fail, we should fail;* but, in the second or third persons, *you would fail, he would fail,* etc.

102. **Distinction between ad and in, with verbs of motion: Ad** means *at, to the neighborhood of,* or *to,* while **in** means *into.*

Thus **ad fīnēs Belgārum pervenit,** at the end of Chapter 2, means *comes through to* (that is, *arrives at) the boundaries of the Belgians;* while **in Allobrogum fīnēs exercitum dūcit,** in I, 10, meant *leads his army into the boundaries (territory) of the Allobroges.*

NOTE.—**Ad** meant originally only *at, close by*, and gets its power of expressing the idea of *to* through being used with verbs of motion. Thus **venit ad fīnēs** meant originally *comes so as to be by the boundaries*, and this naturally suggests *comes to the boundaries*.

103. *Not . . . even* **is expressed by nē . . . quidem, with all moods.** The word especially emphasized is put between the two parts. H.-B. 464, *a*; A. 322, *f*; B. 347, 1; H. 677; G. 444, 1, N. 2.

(A Belgian rouses his countrymen against the Romans.)

Chap. 1   (1) It is necessary[1] that we should conspire against the Roman people, before they shall attack[2] us. (2) With the Gauls subjugated, they would[3] send their legions against us. (3) Let us not endure that[4] a Roman army should come into our territory.

2   (4) Labienus informed Caesar by letters that the Belgians were conspiring against the Roman people. (5) He did not hesitate[5] to lead an army to their boundaries.

3   (6) The Remi sent ambassadors to Caesar to say that they were prepared to execute his commands, and to help his soldiers with food; (7) but that the rest of the Belgians were preparing war; (8) and that they had not been able to prevent even the Suessiones from[6] joining[7] them.

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[1] Use **oportet**, as in Lesson IX, Sentence 4. By what form of the verb, then, must you translate *should conspire*, and by what case must you express the subject, *we?*

[2] Use **petō**, the *first* meaning of which is *aim at, attack*.

[3] This is what the speaker is *sure would take place* in the imagined case.

[4] Be on your guard in translating this sentence. Compare Sentence 1.

[5] This is a word of check, with a negative, *not*. Say, then, *did not hesitate but that he should lead*, etc. § 75.

[6] Be on your guard in translating *from joining*. What kind of idea does *prevent* express?

[7] Say *from joining themselves with them.*

LESSON XV

To follow Book II, Chapters 4–7

104. Future Conditions and Conclusions. H-B. 579, *a*, and 580; A. 51⁶, *a–c;* B. 302, 1, 303; H. 574, 576; G. 595, 596.

These are of two kinds:

I. **More Vivid,** expressed by Indicative tenses of future time (Future or Future Perfect Indicative).

II. **Less Vivid,** expressed by Subjunctive tenses of future time (the Present or Perfect—really, in this and many uses, *future* and *future perfect* Subjunctive).

The common introductory particles are **sī,** *if,* and **nisi,** *unless.*

Examples:

More Vivid: **Sī Caesar eīs subsidium submittet, sustinēbunt,** *if Caesar shall send* (or *if Caesar sends*) *them help, they will hold out.*

Less Vivid: **Sī Caesar eīs subsidium submittat, sustineant,** *if Caesar should send them help, they would hold out.*

a. The perfect tenses of either mood represent the act as *in a finished state.* Latin is generally more exact than English in distinguishing this relation.

Thus **sī in nostrōs fīnēs pervēnerint, oppida dēfendere nōn poterimus,** *if they come through* (in the Latin, SHALL HAVE *come through*) *into our boundaries, we shall not be able to defend our towns.*

b. Note that the corresponding English expressions are:

More Vivid: *if . . . shall . . . , will . . . .*

Less Vivid: *if . . . should . . . , would . . . .*

But, for the More Vivid Condition, English also uses the Present Indicative (as in *if Caesar sends help, they will hold out*).

NOTE.—The Subjunctive of the *Less Vivid Conclusion* is simply a Subjunctive of Certainty in an Imagined Case—a Subjunctive of *Ideal* Certainty. § 101.

105. Quod-Clause of Cause or Reason (*because*), **with Indicative.** H-B. 555; A. 540; B. 286, 1; H. 588, I; G. 540.

a. **Quoniam** is also used, as in I, 35.

(Caesar instructs Diviciacus.) (1) "For the reason that[1] the Belgians are very strong in valor and in number, we must[2] keep their forces apart. (2) This can be done if you lead[3] *your* forces into their territory."

(3) It was a hindrance[4] to the Belgians that the Remi were bringing supplies to Caesar. (4) They therefore suddenly[5] attacked a town of the Remi, Bibrax by name. (5) After night had[6] come, Iccius sent this message[7] to Caesar:

(6) "We have held out with difficulty one day. (7) The town will be taken,[8] unless you send relief to us. (8) If it should be taken, hope would depart for[9] your allies."

(9) Caesar sent forces the same night for the relief of[10] the Remi.

(10) The enemy, leaving[11] Bibrax, pitched a camp two miles[12] from Caesar's camp.

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[1] Use **proptereā quod,** *on account of this,* (namely) *that.* Notice that this amounts to saying *because the Belgians,* etc. See § 105.

[2] Say *it is necessary that we should keep,* etc. Compare Lesson XIV, Sentence 1.

[3] Be exact about the tense. Does this refer to the present or to the future, and does the *leading into* come at the same time with the *keeping apart,* or before it?

[4] Use **impedīmentum,** as in I, 25. Be careful of your case.

[5] Say *from the march,* that is, without any interval between the marching and the attack. You have already seen in **itinere** in I, 27, second line. Look back and make out what it means, and then keep these two phrases distinct in your mind.

[6] Don't forget the difference between our English idiom and the Latin. Say in Latin, *after* (**postquam**) *night* CAME. (Aoristic narrative clause.)

[7] The Latin word is in Chapter 2. The same word occurs in Chapter 7. What two meanings has it, then?

[8] Use **capiō.**

[9] What idea in *for,* and how expressed in Latin? § 84.

[10] Be sure that you express this in the *Latin* way. § 94.

[11] Use **relinquō,** from Chapter 5, near end.

[12] Express this in the simplest way that you know.

LESSON XVI

To follow Book II, Chapters 8–11

106. **Omission of Separative Preposition.** The Preposition is freely omitted with verbs of literal separation, if themselves containing a separative Preposition (**ab, dē,** or **ex**). H-B. 408, 1; A. 402; B. 214, 2; H. 464; G. 390, 2. So especially, in Caesar, with **ēdūcō, ēgredior,** and **excēdō.**

Thus **castrīs ēgressī,** *having gone out from the camp.* Chapter 11.

Compare **ē castrīs ēgressī,** I, 27, where the preposition is used.

107. **Loosely Attached Condition.** A Less Vivid Future Condition may be loosely attached to the main clause (that is, without having any formal Conclusion at all). Such conditions often suggest the idea "to see whether," and so approach the force of questions. H-B. 582, 2 and *a;* A. 516, *d,* 576, *a;* B. 300 3; H. 649, II, 3; G. 460, 1, (*b*).

Thus:

Nostrī, sī ab illīs initium trānseundī fīat, parātī in armīs sunt, *our men are ready under arms, if* (= *in case*) *the first move to cross should be made by the enemy.* Modeled on the following example, from Chapter 9:

Nostrī . . . , sī ab illīs initium trānseundī fieret . . . , parātī in armīs erant, *our men were ready under arms, in case the first move to cross should be made by the enemy.*

108. **Expression of Past-Future Ideas.** All past-future ideas, that is, acts put as future to a past time, must, if expressed by a single verb, be in the Anticipatory Subjunctive, since there is no other way to express them. H-B. 508, 509; A, 516 *f,* 483, 484, *c;* B. 267, 1, 2, 269, 1, 2; H. 541, 2, 543; G. 515, 3, 509, 1.

a. In this use, the Imperfect is really a Past Future, the Past Perfect a Past Future Perfect.

b. The most common past-future clauses are Determinative Clauses looking to the future (with **quī,** *who,* **ubi,** *where,* **cum,** *when,* etc.), which may be called Past-future Determinative Clauses, and Conditions looking to the future, which may be called Past-future Conditions.

> Thus nē, cum aciem īnstrūxisset, hostēs . . . suōs circumvenīre possent, *lest, when he should have drawn up his line of battle, the enemy should be able to surround his men.* Chapter 8.

> c. Obviously, there can, for the *past*, be no distinction between More Vivid and Less Vivid Future Conditions (§ 104), since only the Subjunctive is possible for either.

Chap. 8 (1) Because the Roman army was inferior in number, Caesar took[1] precautions[1] lest, when he should join[2] battle, the enemy should surround his men on the wings. (2) Having accomplished this by means[3] of ditches, he drew up a line of battle in **9** front of the camp. (3) The Belgians came out from their camp. (4) But neither[4] side wished to cross the marsh which was between the armies.

(5) Then the Belgians attempted to cross the river by fords, **10** in order, if possible,[5] to cut off our men from supplies. (6) After hope with regard to this move[6] also[7] had failed them, they deter-**11** mined that it was best[8] to return[9] home. (7) At daybreak, Caesar ordered[10] three legions, with the cavalry, to pursue them. (8) A great multitude was killed.

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[1] For *took precautions*, say simply *guarded*, using caveō, from I, 14.

[2] What does this *when*-clause do? Be careful of the tense.

[3] Express *by means of* by the preposition per.

[4] See how Caesar expresses *neither side*.

[5] Say *if they should be able.* Past-future condition (§ 108, *a*). Note that there is no formal conclusion, § 107.

[6] Say *this affair*.

[7] Use quoque. Just what word does it emphasize? Then place it immediately after that word.

[8] Notice (Chapter 10, optimum esse revertī) that an adjective agreeing with an infinitive is neuter.

[9] Use redeō (seen in Chapter 8) for variety.

[10] Use iubeō, for practice.

LESSON XVII

To follow Book II, Chapters 12–16

109. Dative of Possession with the verb sum. H-B. 374; A. 373; B. 190; H. 430; G. 349.

   a. This construction arose from the Dative of Reference. Thus "there is no approach to them for traders" practically means "traders *have* no approach to them."

110. Descriptive Genitive or Ablative. The noun must have a modifier. H-B. 355, 443; A. 345, and N., 415, and *a;* B. 203, and 1, 224; H. 440, 3, 473, 2, and N. 1; G. 365, and R. 2, 400, and R. 1.

   a. Quality (kind) is expressed by either case; Physical Characteristics and Mental Condition, by the Ablative only.

   b. The Descriptive Genitive or Ablative is like a descriptive Adjective (see **ferōs magnaeque virtūtis**, Chapter 15).

111. Consecutive Subjunctive: Clauses of Fact (English Indicative).

   I. **Descriptive Subjunctive Clauses, introduced by a Relative of any kind** (**quī**, *who*, **ubi**, *where*, **quō**, *whither*, **cum**, *when*, etc.). H-B. 521, 1; A. 535, and *a;* B. 283, 1, 2; H. 591, 1; G. 631, 1.

   Thus **mulierēs . . . in eum locum coniēcisse, quō propter palūdēs exercituī aditus nōn esset**, *that they had thrown the women into a place to which, on account of swamps, there was no approach for an army* (*a place* such that *to it*, etc.). Chapter 16.

   a. Is here corresponds to English *a* or *such*, as often.

   b. Notice that a Descriptive Clause is like a big descriptive adjective. See also *a*, under II, and the Note.

   II. **Clauses of Result, with ut or ut nōn, and the Subjunctive.** H-B. 521, 2; A. 537; B. 284, 1; H. 570; G. 552, 1, 2.

   Thus **flūmen est . . . incrēdibilī lēnitāte, ita ut oculīs in utram partem fluat iūdicārī nōn possit**, *there is a river of remarkable slowness, so that it cannot be determined with the eyes, in which direction it flows.* I, 12.

   a. The clauses under these two heads are called Consecutive (from **cōnsequor**, *follow*) because they express something which *follows* from the nature of something in the main

sentence. Descriptive Subjunctive Clauses are used after
descriptive antecedents not complete in themselves, and
after general expressions of existence or non-existence, since
these demand a descriptive idea to fill them out. For ex-
ample, **sunt quī . . .** , *there are those who . . .* ; **nēmō est
quī . . .** , *there is no one who . . . .* Clauses of Result, also,
are generally (though not necessarily) preceded by some
word of incomplete meaning, like **ita,** *so*, **tantus,** *so much.*

NOTE.—If the antecedent of the descriptive clause is *complete in
itself*, the clause is a free one, *not consecutive*, and, no matter how
descriptive it may be, it is not affected in mood. Such clauses are
common after proper names or personal pronouns. Thus. **C.
Valerium Troucillum . . . cui summam . . . fidem habēbat,** *Gaius
Valerius Troucillus, in whom he had the greatest confidence.* I. 19.

**Chap.
12**   (1) Before courage[1] should return to the enemy, Caesar
attacked a town of the Suessiones, Noviodunum by name. (2)
The inhabitants[2] were so struck[3] by the magnitude of the works
13 that they begged him to receive them in[4] surrender. (3) Like-
wise the Bellovaci asked peace of him.

15   (4) The Nervii, however, who were[5] (men) of great courage[6]
and influence, declared that they would not accept peace.

16   (A speaker in the council of the Nervii) (5) "There is in our
marshes a place to[7] which an enemy has[8] no access. (6) There
are many in our multitude who through age are useless for[9]
battle. (7) Let us throw[10] these and the women and children
into this place, and then await the coming of the Romans."

---

[1] Use **animus** and **redeō,** and say *for the enemy.*

[2] Use **oppidānī,** *people of the town.*

[3] Say *thoroughly moved.* For *so*, use **ita.**

[4] A Roman would say, more exactly, *into surrender.*

[5] Plainly a descriptive clause. What mood? See §111, I, and Note
under II, *a*.

[6] In how many ways may you write this?

[7] For *to which*, say *whither*, as Caesar does.

[8] Possession. Express by the new way which you have learned.

[9] See § 89.

[10] Say, more compactly, *these having been thrown, let us await* (omit *then*).

LESSON XVIII

To follow Book II, Chapters 17–21

112. **Dative of Purpose with Concrete words** (Concrete Object for which). H-B. 361; A. 382, 2; B. 191, 1; H. 433; G. 356.

    a. This is like the Dative of Tendency or Purpose with abstract words, like " hindrance," " help," " care," studied in Lesson XIII, § 94; but it differs in that it expresses something concrete and definite, like " camp." It also differs in not being combined with the Dative of Reference.

113. **The Future Passive Participle** (commonly called the " Gerundive"). H-B. 600, 3; A. 500, 2; B. 337, 8, *b*, 1; H. 621, 1; G. 251, 1.

    Thus **aciēs īnstruenda erat,** *the line of battle was to be drawn up,* that is, *had to be drawn up.* Chapter 20.

    a. The Future Passive Participle generally, as here, expresses an act that *ought* to be done, or *has* to be done.

114. **Dative of the Agent with the Future Passive Participle.** H-B. 373, 1; A. 374; B. 189; H. 431; G. 355.

    Thus **Caesarī omnia ūnō tempore erant agenda,** *for Caesar, everything was to be done at one and the same time*, that is, *everything had to be done* BY *Caesar*, etc. In English, we should say, *Caesar had to do everything*, etc.

    a. The Dative of the Agent with the Future Passive Participle is simply an application of the Dative of Reference or Concern (§ 84). Thus, in the example given, the necessity of acting existed *for* Caesar, *concerned* him.

115. **The Gerundive.** H-B. 609–612; A. 503–507; B. 339, 1; H. 623–631; G, 427–433.

    The Gerundive is the Future Passive Participle, after it has gained the power of conveying the leading idea in its phrase.

    Thus **ad aciem īnstruendam,** *for the line of battle to-be-drawn-up*, which practically suggests FOR DRAWING UP *the line of battle.* Here, though **īnstruendam** is grammatically dependent upon **aciem**, and agrees with it, it has come in effect to express *the leading idea.* It corresponds to our English Verbal Noun in *-ing.*

a. The Gerundive exists only in the Genitive, Dative, Accusative, and Ablative. The case-*uses* are in general the same as those of nouns.

_{Chap.}
₁₈ (1) There was a wooded hill near the river Sambre. (2) Here the Nervii placed[1] their forces. (3) Beyond the river was another hill, of like height.[2] (4) This Caesar had chosen as a place for a camp.

19 (5) When the baggage appeared,[3] the enemy crossed the river and rushed up the hill. (6) This they did with so great speed[4]
21 that our men were not able to draw the coverings from their shields.

20 (7) Caesar had[5] to manage everything at once. (8) But it was a help in[6] these difficulties that he had forbidden his lieutenants to depart from their respective[7] legions before[8] the camp was fortified.

21 (9) Urging the tenth legion to remember its record[9] for valor, Caesar gave the signal for[10] joining battle.

---

[1] The word for this is in Chapter 19.

[2] Can you express this by more than one case?—*Like* is here **pār.**

[3] Use the passive of **videō,** *see.*

[4] The word for *speed* is in Chapter 20. What follows is a Clause of Result. You may put the verb in the Imperfect, thus connecting the result in *time* with the main act; or you may put it in the Perfect, thus making it independent, so far as time is concerned.

[5] Use the new way learned to express this idea (*everything was to be managed by Caesar at one time*). Find word for *manage* in Chapter 20, end.

[6] A Roman would say *it was for a help for these difficulties.*

[7] See how Caesar expresses this idea in Chapter 20, near the end.

[8] Use **priusquam** for practice. Be careful of your mood and tense. English is often inexact in such expressions, as here.

[9] Say *its pristine valor.*

[10] This is the Application of the signal. See § 31.

LESSON XIX

To follow Book II, Chapters 22–26

116. Dative with Certain Verbs compounded with the Prepositions ad, ante, circum, con-, in, inter, ob, post, prae, prō, sub, or super. H-B. 376; A. 370; B. 187, III; H. 429; G. 347.

> NOTE 1.—This habit has arisen from several constructions, among them the Dative of the Indirect Object, the Dative of the Person Concerned, and the Dative after a word of Relation. Thus **īnferō** takes the Dative of Indirect Object (*bring-in to*) (Chapter 14), just as **ferō** does (Chapter 10, ut . . . suīs auxilium ferrent). **Praesum,** *be in command*, meant originally *be in front for*, and so took the Dative of Reference or Concern. **Adpropinquō,** *come up near to*, is a word of Relation, and took the Dative just as **propinquus,** *near* (*to*), does. From being used with compounds like these, the case came to be used with the whole group of compounds mentioned.

> *a.* The compound verbs taking the Dative which we have thus far met in our reading are **accēdō, adscīscō, adpropinquō, īnferō, obveniō, occurrō, praesum, praeficiō, praescrībō, praestō, submittō.**

> *b.* But many others, compounded with these same prepositions, take the Accusative, as **adgredior** and **adorior,** *attack* (originally *walk at*, and *rise up at*). One must notice the habit of each compound.

> *c.* If the prefix has only an *adverbial* force, it will of course not affect the noun, and its case will be whatever the verb-idea in itself requires.

> Thus in **impedīmenta conlocārat,** *had stationed the baggage*, Chapter 19, **impedīmenta** is the Direct Object of the *verbal* part **locārat,** *had placed*, while the **con-** means *thoroughly*, i. e., *carefully*, and is in reality a mere adverb, not affecting the noun.

117. Descriptive Subjunctive Clause used to describe an antecedent denoting time (not differing in itself from any other Subjunctive Descriptive Clause). § 111, I.

118. The Conjunctions et, -que, atque or ac. H-B. 307, 1, 2; A. 324, *a-c;* B. 341, 1, 2; H. 657, 1; G. 475–477.

Et expresses ordinary connection, while **-que** expresses closer connection—often one which exists in the nature of things. **Atque** or **ac,** *and also, and indeed, and,* likewise expresses close connection—sometimes with stress upon the word which it introduces.

119. **Summary of the Ways of Describing a person or thing:**
   1. By a Descriptive Adjective.
   2. By a Descriptive Genitive or Ablative.
   3. By a Descriptive Subjunctive Clause, after antecedent descriptive ideas not complete in themselves.
   4. By a Free Descriptive Clause (generally Indicative) after antecedent ideas *not* descriptive, and *complete* in themselves.

Chap. 23 (1) The Atrebates, who had encountered the ninth and tenth legions, were so out of breath with the fatigue of[1] running that our men quickly drove[2] them from the higher ground into the river. (2) Likewise the eleventh and eighth legions drove the Viromandui to the very[3] banks. (3) There was thus[4] a time when[5] the camp was stripped on[6] the front and left.

(4) The Nervii, seeing this, began to surround[7] the seventh and twelfth legions.

25 (5) Caesar went forward to the front of the line of battle. (6) At his arrival, hope was infused into the soldiers. (7) Then **26** Labienus, who had captured[8] the enemy's camp, sent the tenth legion to help[9] our men, and the remaining two legions came up[10] from their march.

---

[1] Say *fatigue and running,* using the conjunction of close connection.

[2] What mood? What choice of tense? (See page 37, footnote 4.)

[3] See how Caesar expresses the idea of *very.*

[4] Use **itaque.** What is its position in a Latin sentence?

[5] The antecedent is *a time.* What does this clause do for it? The idea is one of a past state of affairs (Situation). What tense, then?

[6] Be careful in expressing this.

[7] See, in Chapter 23, near end, what case the compound **circumveniō** takes.

[8] Use **potior,** *gain possession of, master.*

[9] Use a noun.

[10] Use **succēdō,** as in I, 24, end.

LESSON XX

To follow Book II, Chapters 27–32

120. **Genitive of Measure.** The noun must have a modifier. H-B. 355; A. 345, *b*; B. 203, 2; H. 440, 3; G. 365, 2.

Thus **vāllō . . . in circuitū XV mīlium,** *by a wall of fifteen miles in circumference* Chapter 30.

a. No other case can express this idea.

Note.—The Genitive of Measure is closely allied in force to the Descriptive Genitive.

121. **Ablative of Accompaniment, with or without cum, in military language. Cum** may be omitted if the noun has a modifier, and this is not a numeral. H-B. 420; A. 413, *a*; B. 222, 1; H. 474, 2, N. 1; G. 392, R. 1.

Thus either **cum omnibus cōpiīs,** as in I, 26, or **omnibus cōpiīs,** as in Chapter 29 of the present book.

But **cum equitātū,** as we shall see in III, 11, and **cum legiōnibus tribus,** as in Chapter 11 of the present book.

122. **Relative Pronoun for the Determinative or Personal Pronoun** (*who* for *he, and he, but he,* etc.). H-B. 284, 8; A. 308, *f*; B. 251, 6; H. 510; G. 610.

Thus (at the beginning of a new sentence) **Quōs Caesar . . . dīligentissimē cōnservāvit,** *Whom* (= *And these*) *Caesar protected most carefully.* Chapter 28.

a. This may be called the *Continuative* Relative.

123. **Ut meaning** *as* **in an Indicative Clause of Fact.** H-B. 550, footnote 2, 567; A. 437; B. 271; H. 316, 2, 520; G. 254.

124. **Contrast of the Indicative Determinative Clause and the Subjunctive Descriptive Clause.**

I. The Determinative Clause primarily tells *who* or *what* is meant. It is thus like a big pointing pronoun.

II. The Descriptive Clause primarily tells the *character* or *condition* of the person or thing that is meant. It is thus like a big descriptive adjective.

English examples:

Those who are able to go will set out. (Determinative. In Latin the mood is Indicative.)

There are few who are able to go. (Descriptive. In Latin the mood is Subjunctive.)

> *a.* Notice that both clauses express facts. It is the *use made* of the facts (to determine or to describe) that decides the mood. — In *English*, the *Indicative* is used for *both* ideas.

125. **Summary of the Ways of Determining a person or thing:**
>> 1. By a Determinative Adjective (as **prīmus, secundus**).
>> 2. By a Determinative Pronoun (as **is, ille, hic**).
>> 3. By a Determinative Clause (Indicative).

(Use the Continuative Relative wherever it seems possible.)

Chap. 28   (1) After[1] the battle, there were not many of the Nervii who[2] were able to bear arms. (2) These Caesar decided[3] that he ought to protect[4]. (3) He therefore accepted the surrender of[5] all who[6] survived.

29   (4) The Atuatuci were coming with all their forces to the assistance of the Nervii; (5) but[7] when[7] they heard of the defeat,[8] they were so terrified that they returned and gathered all their[9] possessions into one town.

30   (6) Caesar walled this around with a twelve-foot rampart, and ordered a tower to be set up. (7) This was at first ridicu-
31 lous[10] to the Atuatuci; (8) but when it began to approach the
32 walls, they begged for peace. (9) In surrendering[11] their arms, they concealed, as was afterward discovered, about a third.

---

[1] Express the idea by the ablative absolute.

[2] Does this clause primarily describe or primarily determine?

[3] In Latin this would be, *Caesar decided that these were to be protected by him.*

[4] Say *preserve.*

[5] Be careful about this idea. We have seen that the Latin expression is different from the English.

[6] This means *all those who survived.* Consider carefully whether the clause primarily describes, or primarily determines, the meaning of *all those.*

[7] Use **ubi vērō**, *when in truth, when indeed.*

[8] Say *adverse battle*, as in I, 18, near end.

[9] Express *their possessions* by one word, in the neuter plural.

[10] Use the noun **contemptus**, in the case that will convey the idea.

[11] This is the English verbal noun. What way have you learned for expressing the idea in Latin? § 115.

LESSON XXI

To follow Book II, Chapter 33, to III, Chapter 3

126. **The Free Relative Clause (generally Indicative) is often used to add a side fact of interest, or a purely parenthetical remark.** H-B. 567; A. 308, *c;* B. 312; H. 510, 6; G. 624.

Thus ā P. Crassō, quem cum legiōne ūnā mīserat ad Venetōs, Venellōs . . . , quae sunt maritimae cīvitātēs . . . certior factus est . . . , *by Publius Crassus, whom he had sent with one legion to the country of the Veneti and Venelli, which are maritime states, he was informed . . . .* Chapter 34. **Quem . . . mīserat** and **quae sunt . . .** each adds an independent statement, of interest in its connection.

NOTE 1.—These are only particular uses to which the Free Relative Clause can be put, just as the Free Descriptive Clause, seen in § 111, II, N., was one.

NOTE 2.—The Free Relative Clause, in whatever use, is sharply different from the Determinative Clause and the Descriptive Subjunctive Clause, which are *not* free, but *necessary, essential, not possible to be left out.*

127. **Consecutive Clauses** (continued from 111): **Substantive ut-Clause of Fact, after verbs of bringing or coming about, or of existence** (thus, *it was brought about that . . . , the result was that . . . , it happened that . . .*). H-B. 521, 3, *a*); A. 568, 569; B. 297; H. 571, 1–3; G. 553, 1, 3, 4.

128. **Contrast of the Determinative cum-Clause and the Descriptive cum-Clause** (precisely like that between the corresponding quī-Clauses. § 124).

I. The Determinative **cum**-Clause primarily tells *what* time is meant. It is thus like a big pointing pronoun.

II. The Descriptive **cum**-Clause primarily tells the *character* or *condition* of the time that is meant. It is thus like a big descriptive adjective.

English examples:

At the time when (or simply *when*) *Caesar came into Gaul, Dumnorix was very strong.* (The clause determines the time. In Latin the mood is Indicative.)

There came a time when all seemed lost. (The clause describes the time. In Latin the mood is Subjunctive.)

NOTE.—The Determinative **cum**-Clause in effect *dates* the main act. It is rare in Caesar, simply because he seldom has occasion to use the idea. The Descriptive **cum**-Clause is very common, in a form which it takes in narration, as we shall see in the next Lesson.

129. **Impersonal Use of Ordinary Verbs.** Any verb that has an active voice may be used in the passive, third singular, without a subject, to express *the mere act as such.* H-B. 287; A. 208, *d ;* B. 138, IV; H. 302, 6, 7; G. 208, 2.

Thus **pugnātur,** *it is fought, a battle is fought.*

130. **Certain words can be used either as Prepositions or as Adverbs.** So especially **ante,** *before, in advance,* and **post,** *after.* H-B. 303, *c ;* A. 433, 1; B. 144, 1; H. 420, 4; G. 415.

Book II

Chap. 33

(1) In the third watch, they suddenly made a sally with[1] all their forces. (2) Our men ran together quickly, as Caesar had commanded in advance. (3) A desperate[2] battle[2] was fought, but the Atuatuci were driven back. (4) The day after,[3] the gates of the town were broken down.

35

(5) A time followed when[4] all Gaul seemed pacified.

(6) Having accomplished[5] these things, Caesar set out for Italy.

Book III

Chap. 1 2

(7) At the time when Caesar set out for Italy, all Gaul seemed pacified. (8) But it happened that the Veragri suddenly formed the plan of crushing Galba, who[6] was wintering with the twelfth legion in the Alps; (9) for they thought that one legion could not withstand the attack of a multitude.

---

[1] In how many ways can this be expressed? § 121.

[2] Use the verb **pugnō,** impersonally. How shall you express *desperate?*

[3] Say *on the after-day of this day,* as Caesar does in Chapter 33. But it would also be right to say **posterō diē,** *on the following day,* as he did in I, 15.

[4] *A time followed.* suggests the question, *What kind of* time? The *when*-clause is thus descriptive. In Sentence 7, *At the time when* (**eō tempore cum**) suggests the question, *What* time? The *when*-clause is thus determinative.— Note, accordingly, that *English " a "* is *descriptive,* and *English " the"* is *determinative.*

[5] Use the word which means *do thoroughly, do up,* seen in I, 3.

[6] A free relative clause. § 126.

LESSON XXII

To follow Book III, Chapters 4–9

131. Indirect Discourse (concluded from § 82). H.-B. 534, 1, 2; A. 580, 586, 588; B. 314–316; H. 642, 643; G. 650–652.

Ideas put *indirectly* are expressed as follows:

A. Principal
Ideas
{
1. Statements of Fact, by the Infinitive.
2. Questions of Fact, by the Subjunctive.
3. Commands and Prohibitions, by the Subjunctive.
}

B. Subordinate Ideas. All Subordinate ideas of an Indicative character are expressed in Indirect Discourse by the Subjunctive.

The most frequent
are
{
Indirect Determinative Clauses of Fact.
Indirect Conditions of Fact.
Indirect Substantive **Quod**-Clauses.
Indirect **Quod**-Clauses of Reason.
}

132. Descriptive cum-Clause of Situation (Subjunctive), **Narrative Use.** The Descriptive **cum**-Clause, seen in the last Lesson, may be used in narration *to introduce the main act*, by giving the Situation under which it took place. It may then be called a *Narrative* **cum**-*Clause of Situation.* H.-B. 524; A. 546, and N. 1; B. 288, 1, *B;* H. 600, II; G. 585.

Thus cum iam . . . nōn sōlum vīrēs sed etiam tēla nostrōs dēficerent . . . , **P. Sextius Baculus . . . et . . . C. Volusēnus . . . ad Galbam accurrunt atque ūnam esse spem salūtis docent,** *when now not only strength was failing our men but weapons also, Publius Sextius Baculus and Gaius Volusenus ran up to Galba and informed him that there was only one hope of safety.* Chapter 5. **Cum . . . īnstārent** narrates a Situation in the battle, in preparation for the main events, **accurrunt** and **docent.**

a. The tenses are necessarily those of past Situation, namely the Imperfect and Past Perfect.

Note.—This clause does not, *in itself*, differ at all from the Descriptive **cum**-Clause which we saw in the last Lesson, as in Sentence 5. It is simply that same kind of clause, *used to prepare the way for the telling of the main event.*

(Use **cum** as much as possible, for practice.)

(1) At a given signal, the enemy ran down on every side.

(2) The battle[1] went on for six hours without a break.

(3) Then Galba informed the soldiers that there was only one hope of safety, (namely) if, when the signal should[2] be given, they should[3] make a sally with all their forces; (4) that meanwhile they should[4] leave the rampart and refresh themselves from toil.

(5) After[5] doing this, they broke out by all the gates, and[6] gave the enemy no[6] opportunity for[7] collecting themselves.[8]

(6) When, now, Gaul seemed pacified, Caesar departed for Illyricum. (7) But suddenly a new war arose among[9] the Veneti, because they had detained two lieutenants as[10] hostages.

(8) When Caesar had been informed by Crassus what had taken place,[11] he ordered him to build ships of war.

---

[1] This is told simply as an *event*, and not as situation for some other act. Hence you should use the Perfect. The *length of continuance* of an action has nothing whatever to do with the choice of the tense. Thus in I, 26, Caesar says diū atque ācriter pugnātum est, *they fought long and hard.*

[2] A past-future determinative clause, and so in the Subjunctive (*Anticipatory.* § 108) anyway. But it also happens to stand in Indirect Discourse. The fact that such past-future clauses occur very often in Indirect Discourse set in the past is one of the reasons why the Romans formed the habit of putting *all* dependent clauses in Indirect Discourse into the Subjunctive.

[3] A past-future condition, and therefore necessarily in the Subjunctive (*Anticipatory*, § 108) anyway, but also happening to stand in Indirect Discourse.

[4] This is Galba's *command* to them. But of course an Imperative cannot be used in this indirect way of telling what he said, whereas the *Volitive Subjunctive*, which amounts to the same thing, can. This is another of the causes of what may be called the Subjunctive habit in Indirect Discourse.

[5] Say, *when they had done this.* Use **cum.** Is this *date*, or *situation?*

[6] *And . . . no* would in Latin be *nor . . . any.*

[7] This is the application of the opportunity. § 31.

[8] Remember that **suī,** the plural, is singular in form.

[9] Say *in the* (country of the) *Veneti.*

[10] Use **prō** (*for*).

[11] Use **faciō.** *What had taken place* is simply the question, *What has taken place?* put indirectly. What, then, will be the mood? See § 131, *a.*

LESSON XXIII

To follow Book III, Chapters 10–15

133. **Verbs taking a Dative in the Active Voice can be used in the Passive only as Impersonals (§129). The Dative remains.** H-B. 364, 2; A. 372; B. 187, II, *b;* H. 426, 3; G. 217

Thus (Active) **mihi nocet,** *he injures me;* but (Passive) **mihi ab eō nocētur,** literally *it is injured to me by him,* that is, *injury is done to me by him, I am injured by him.*

134. **Gerundive in agreement with the Object of cūrō,** *care for* something *to be done, cause* something to be done, *have* something done, etc. H-B. 612, III, last example; A. 500, 4; B. 337, 8, *b*) 2); H. 622; G. 430.

Thus **quī eam manum distinendam cūret,** *to see to that band to-be-kept-apart, to see to keeping that band apart, to have that band kept apart.* Chapter 11.

135 **Indicative of Repeated Action:**

I. In Main Sentence Expressed by a progressive tense (Imperfect the most common). H-B 484; A 470; B. 260, 2; H. 534, 3; G. 231.

II. In Subordinate Clause with **sī, cum, quī,** etc. (best called *Generalizing* Clause). Regularly in the Indicative, no matter what the mood would be if the clause dealt with an *individual* case. May be in any tense, according to the time which is dealt with H-B 579, N 1; A. 518, 519; B. 302, 3; H. 578, 1; G. 595.

a. Thus while a descriptive **quī**-clause or **cum**-clause will be in the Subjunctive if it describes an *actual individual* person, thing, or time, it will be *in the Indicative* if it is *general,* that is, applies to *any one* of a group thought of

NOTE.—The former is in the Subjunctive because it is of consecutive origin, and a *consecutive* statement is expressed by the Subjunctive (§ 111). But the generalizing conception is *not* consecutive, nor does it *state anything;* what it does is simply to *assume* something. You can see this clearly in Chapter 12, **sī quandō . . . coeperant,** *if at any time they began . . . ,* which practically means *whenever they began.* And you can see that you really have the same kind of idea in Chapter 15, near the beginning, in **cum . . . circumsteterant . . . ,** *whenever (=if ever; at any time) two or three ships had surrounded one.*

b. Remember then, briefly, that:

136. The Generalizing Mood of Fact in Latin is the Indicative.

137. Question of Deliberation (or **Volitive Question**). In using this, the speaker considers what he *wants*, or asks what *somebody else* wants. H-B. 503; A. 444 (1); B. 277; H. 559, 4; G. 265.

    a. The Question of Deliberation may of cou se also be used indirectly, as in **cōnstābat quid agerent** Chapter 14

(1) Over the whole fleet, Caesar put the young Brutus in command.

(2) There was the greatest difficulty in[1] carrying on the war, because,[2] when[3] the inhabitants were overcome by the great[4] scale of our works, they would[5] flee by ship to other towns.

(3) Caesar recognized that, because[2] the enemy were able to flee when[3] they wished, he must wait for the fleet.

(4) When[3] this arrived, the ships of the Veneti could not be injured by the beaks of our ships. (5) It was not clear to Brutus what to do.[6] (6) But he had had sharp sickles attached to poles. (7) With these our men broke the ropes of the enemy's ships. (8) When[3] this had been done, they easily captured (them) one at a time.

---

[1] Be careful of your case.

[2] The word *because* (**quod**) occurs twice in this passage. Consider carefully what construction the idea itself demands, and also whether there is anything in the *surroundings* in either instance to affect this construction, that is, whether *Indirectness of Discourse* is involved.

[3] The word *when* (use **cum**) occurs four times in this passage. Consider carefully in each instance whether the situation is an individual one, in which case you will use the descriptive Subjunctive clause, or a general (repeated) one, in which case the Indicative will be used—unless there is some outside influence, namely Indirectness of Discourse, to affect the mood.

[4] Use a single word for *great scale*.

[5] Does *would flee* express a fact, and does it refer to a single act or a repeated one? Your mood and tense will depend upon your decision.

[6] Say *what he should do.* This represents an original question, *What shall I do?* Of course the question is here put indirectly, and so would be sure to be in the Subjunctive. But is it a question of *fact*, which would be in the Indicative if in Direct Discourse, or a question of *deliberation*, which would be in the Subjunctive anywhere, by its own nature?

LESSON XXIV

To follow Book III, Chapters 16–21

138. **Dum-Clause of Situa**ion (*while*). Regularly in the Present Indicative, no matter what the tense of the main verb may be. H-B. 559; A. 556; B. 293; H. 533, 4; G. 229.

139. **Locative Ablative, with or without a Preposition.** With a number of words in very common use, the Place Where may be expressed by the Ablative either with or without a preposition. So especially **locō** (**locīs**). H-B. 436; A. 429, 1; B. 228, 1, *b;* H. 485, 2; G. 385, N. 1.

> Thus:
> **Idōneō locō,** *in a suitable place,* Chapter 17.
> **Nōn nūllīs locīs,** *in several places,* I, 6.
> But also:
> **In hīs locīs,** *in these places,* Chapter 7.

140. **Verbs meaning** *keep, receive,* etc., **may be followed by the Ablative without a Preposition.** H-B. 446, 1; A. 431; B. 218, 7; H. 485, last two examples; G. 339.

> Thus:
> **Castrīs sēsē tenēbat,** *kept (himself) in camp.* Chapter 17, middle.
> **Oppidīs recipere,** *to receive in their towns,* II, 3.
> (But **in** is sometimes used, as will be seen later in IV, 34, **quae nostrōs in castrīs continērent,** *which kept our men in camp.*)

141. **Double Connective.** Latin often combines a Relative Pronoun with a Conjunction, where English would use a Determinative or Personal Pronoun. H-B. 284, 8; A. 308, *f;* B. 251, 6; H. 510; G. 610, R. 1.

> Thus:
> **Quī ubi . . . vēnit,** *when he came,* Chapter 18.
> **Quod ubi audītum est,** *when this was heard.* Chapter 18.
>
> *a.* In translating into English, it is often best to express the connective force of the Relative by English *and, but,* or *now.* Thus **Quod ubi . . .** AND *when this . . . .*
>
> NOTE. — The Relative in this use is simply the Continuative Relative seen in § 122, the only difference being that it is here employed along with a *Conjunction.*

Chap.
16

(1) When this[1] fleet had been captured, the Veneti had nothing with which to[2] renew the war.

17

(2) While these things were going on, a rebellion arose among the Venelli.

(3) Viridovix, their leader, drew[3] up a line of battle daily in a favorable position. (4) But Sabinus, who[4] commanded our men, kept them in camp.

18

(5) When an impression of fear had been established,[5] a certain Gaul[6] was persuaded to cross over to the Venelli as[7] a deserter, and to tell them how[8] great the fear of the Romans was. (6) They were easily persuaded to attack the camp, to

19

which they ran at[9] great speed. (7) The result was that[10] they arrived out of breath. (8) When our men made a sally, the enemy were unable to bear even the first charge.

---

[1] Use the Double Connective (saying, *which fleet*, etc.).

[2] *To renew* is an English Infinitive. In Latin the Infinitive with a Relative would be impossible. A Roman would say, *with which they could renew the war*. § 96.

[3] Be careful of your tense. The action was *daily*.

[4] Is this a free clause, or a necessary one? § 126, N. 2.

[5] Does this clause express date, or situation?

[6] Be careful of your case.

[7] What Latin preposition expresses this idea?

[8] Use **quantus,** from Chapter 9, about the ninth line. This is a question-word. What kind of clause have we, then?

[9] One of our less common English ways of expressing Manner. Compare § 39.

[10] What kind of clause?

LESSON XXV

To follow Book III, Chapters 22–29

142. **The Future Passive Participle** (§ 113) **may be used Impersonally with the verb est,** with or without the Dative of the Agent (§ 114). H.-B. 600, 3, *a;* A. 500, 3; B. 337, 8, *b*), 1); H. 621, 2; G. 251, 2.

Thus **nōn cūnctandum (esse) exīstimāvit,** literally *he thought that it was not to be hesitated,* that is, *he thought that he ought not to hesitate.* Chapter 23.

143. **Indirect Question of Anticipation,** after verbs of *waiting,* etc. H.-B. 507, 3; A. 574, 575; B. 300, 3, 269, 2; H. 649, II; G. 467.

Thus **quid hostēs cōnsilī caperent, exspectābat,** *waited to see what plan the enemy would form.* Chapter 24.

a. All the *independent* uses of the Subjunctive of Anticipation passed away in Latin, giving place to the Future Indicative. A *direct* question of futurity must therefore be expressed by the Future Indicative. The example above, if direct, would have been **quid hostēs cōnsilī capient.**

144. **Summary of the Four Common Ways of introducing a main event in narration:**

1. By a Participle in agreement with the Subject or Object.

2. By an Ablative Absolute.

3. By an Aoristic Narrative Clause with **ubi, ut, postquam,** or **simul (atque),** in the Perfect Indicative or the Picturesque Present.

4. By a Descriptive **cum**-Clause of Situation, in the Imperfect or Past Perfect Subjunctive.

Thus, in the last sentence of Chapter 22, **repulsus, clāmōre sublātō,** and **cum ... concurrissent;** and in the last sentence but one in Chapter 21, **ubi . . . intellēxērunt.**

a. These ways, though different in feeling, are practically interchangeable. Use all of them in this Lesson.

(1) Crassus, after receiving the surrender of the Sotiates, led his army into the territory of the Vocates.

(2) The latter sent for help and leaders on[1] every side. (3) When a large force had gathered, Crassus determined that he must fight[2] a decisive battle.

24 (4) Leaving a few[3] cohorts as a guard for the camp, he led out his troops and waited to see[4] what the enemy would do. (5) They kept[5] in their camp. (6) When he saw this, he determined that he ought not to hesitate[6] to attack the camp itself.

**25
26** (7) The battle was fought with firmness by the Vocates. (8) Then cohorts which had been led around by a somewhat long route, storming the fortifications on the rear,[7] stood within the camp before the enemy could recognize what had taken place. (9) Being surrounded on every side, they sought safety in[8] flight.

---

[1] The word for *on every side* is in Chapter 26.

[2] *Fight a decisive battle* is *fight it out* (dēcertō) *in battle*. Note that *in battle* expresses Manner (§39). This construction is very common in phrases like bellō persequī, I, 13, proeliō lacessere, I, 15, armīs contendere, II, 13.

[3] The word for *few* is in Chapter 23, near beginning.

[4] *To see* would not be expressed in Latin.

[5] Use teneō or contineō. Either is transitive, and requires an object.

[6] This is a word of *check*, negatived.

[7] *On the rear* is in Latin *from the back* (compare §16). *Back* is tergum, used in its literal sense in Chapter 19, and figuratively later.

[8] In Latin, *by flight* (Means passing over into Manner).

LESSON XXVI

To follow Book IV, Chapters 1–7

145. **Ablative with a Comparative** (point *reckoned from* as a standard). H-B. 416; A. 406; B. 217, 1; H. 471; G. 296.

Thus sunt cēterīs hūmāniōrēs, *they are more civilized than the rest.* Chapter 3.

146. **The Descriptive cum-Clause of Situation (Subjunctive) often has an additional** *Causal* **or** *Adversative* **relation to the main act** (*when* AND *because,* or *when* AND *although*). H-B. 525; A. 546; B. 288, 1, *B;* H. 600, II; G. 585, R.

Thus:

Cum . . . neque clam trānsīre . . . possent, revertī sē in suās sēdēs . . . simulāvērunt, *when they could not cross over secretly, they pretended to return to their own country.* Chapter 4. (*When* AND *because.*)

Hōs cum Suēbī . . . expellere nōn potuissent, tamen vectīgālēs sibi fēcērunt, *when the Suebi had failed to expel them, still they succeeded in making them tributary to themselves.* Chapter 3. (*When* AND *although.*)

NOTE.—This construction grew out of cases of the construction of Situation in which there *happened* (as seen, for example, in Sentence 1 of Lesson XXIV, and in Sentence 3 of Lesson XXV) to be an additional causal or adversative relation between the situation and the main act. The clause thus was felt to have the power of *conveying* these ideas; and, in consequence, it came to be used to express these ideas, *for and by themselves alone,* as in the following section:

147. **Full Causal or Adversative cum-Clause, in the Subjunctive.** Any tense may be used. Translated by *since* for the Causal idea, and by *while* or *although* for the Adversative. H-B. 526; A. 549; B. 286, 2, 309, 3; H. 598; G. 586, 587.

Thus quōrum eōs in vestīgiō paenitēre necesse est, cum incertīs rūmōribus serviant, *of which they necessarily repent immediately, since they are at the mercy of vague rumors.* Chapter 5.

NOTE.—The original Descriptive **cum**-Clause of Situation was confined to the Imperfect and Past Perfect, because this clause arose in sentences dealing with the past, and these are the tenses which express past situation. When, however, the causal or adversative idea came to be the *only* one to be expressed, *any* tense could be used, since these ideas may occur in *any* time-relation.

148. **Certain Adjectives with the force of English Adverbs.** H-B. 245; A. 290; B. 239; H. 497; G. 325, 6.

Thus priōrēs, *first*, and invītōs, *unwilling(ly)*, in Chapter 7.

149. **Ablative (Separative) with the preposition sine,** *without.* H-B. 405; A. 220, *b*; B. 142; H. 490, 2; G. 417, 13.

Chap. 1

(1) The Germans have no[1] private land. (2) A part go out yearly, to make war upon their neighbors. (3) The rest remain at home, that[2] agriculture may not[2] stop.

(4) The Suebi are even[3] more warlike than the rest. (5) There is no other German state that[4] can contend with them in[5] arms.

4
5

(6) They expelled the Usipetes and Tencteri, who unwillingly crossed into Gaul. (7) Caesar, since he knew that the Gauls were unstable in entering upon plans, determined that he must wage war with the Germans before the Gauls should conspire with them against the Roman people.

7

(8) When the Germans heard that he was coming, they sent ambassadors to him, who addressed him[6] as follows:

(9) "Although we do not wish to make war upon you first, still we shall resist you without fear, if you provoke us."

---

[1] Use **nihil.**

[2] *That . . . not* (**nē**) expresses a *negative* Purpose (§ 29). See an example in Chapter 6, beginning.

[3] Use **etiam.**

[4] What kind of clause? For *can*, use **possum** (in whatever mood the construction requires), to bring out the idea, *is able to.*

[5] The words *in arms* express Manner. In English we generally express Manner by the prepositions "with" or "by" (the original conception being that of Means or Instrument), but sometimes, as here, by "in" (a Locative conception), and sometimes even by "from" (a Separative conception), as in "*from* intention" (= intentionally).

[6] Turn the expression so as to use the noun ōrātiō.

LESSON XXVII

To follow Book IV, Chapters 8–15

150. **The Gerund.** H-B. 611, 612; A. 501–507; B. 338; H. 624–631; G. 425–433.

   a. The Gerund is *a complete verbal noun.* As a verb, it has the power, if transitive, of governing a noun or pronoun; whereas the Gerundive (§ 115) does not govern the noun or pronoun, but *agrees* with it. Thus **neque cōnsilī habendī** (Gerundive, *agreeing*), **neque arma capiendī** (Gerund, *governing*) **spatiō datō.** Chapter 14.

   b. In general one may use either the Gerundive or the Gerund.

   Thus:

   Gerundive (*agreeing*)   Gerund (*governing*)
   Potestās lēgātōrum mittendōrum   **Potestās lēgātōs mittendī**

   c. The Gerundive *only* can be used in the Dative, or with a preposition. The Gerund is used by Caesar with an Object only when the latter is *Plural.* (See example in *a* above.)

   d. The uses of the Gerundive and Gerund are parallel, and are confined to the Genitive, Dative, Accusative, and Ablative cases.

151. **Comparative Adverbs with and without effect upon the Nouns following.** H-B. 416, *d;* A. 406, 407, *c;* B. 217, 3; H. 471, 4; G. 296, R. 4.

   Thus in Chapter 11, **sēsē nōn longius mīlibus passuum IIII prōcessūrum** (with effect), *that he would not advance farther than four miles,* and, in Chapter 12, **cum nōn amplius D CC equitēs habērent** (without effect), *while they themselves had not more than eight hundred horsemen* (literally, *eight hundred horsemen, not more*).

152. **Atque (or ac) is used after words of likeness or difference** (English *as, than,* or *from*). So especially after **īdem, pār, similis, alius, contrā.**

   Thus **contrā atque esset dictum,** *otherwise than had been said, contrary to what had been said.* Chapter 13.

Chap. 11   (1) When Caesar was twelve miles[1] distant from the Germans, they begged that they might[2] send ambassadors to the Ubii; saying that, if the latter should receive them into an equal legal[3] status, they would settle among them; that meanwhile he should not advance farther.   (2) Caesar answered that he would advance only[4] until[5] he should come to a place suitable for a camp.

12   (3) The cavalry of the enemy, as[6] soon as our horsemen ap-
13 peared, attacked them, contrary to what they had requested.

(4) Caesar thought that no opportunity for forming[7] plans ought any longer to be given to men[8] who, after[9] asking for peace, had employed deceit.[10]

14   (5) The day after, our soldiers, advancing swiftly not less than eight miles,[11] stood within the enemy's camp almost[12] be-fore[12] their scouts[13] could inform them what was going on. (6) They could not long resist[14] our legions.

---

[1] Two entirely different case-constructions can be used to express *distance away* from any place. One may say, *was distant twelve miles* (Extent of Space, § 15), or one may say, *was distant (by) twelve miles* (Degree of Difference, § 34). Write in both ways, for practice.

[2] *You may send* (permission) is **vōbīs mittere licet**, literally *it is allowed to you to send*. The word *might* is the past tense of *may*.

[3] Say *condition of law* (**condiciō iūris**, as in I, 28).

[4] *Only* here means *so much only* (**tantum modo**).

[5] Use the new word for *until*, found in Chapter 11, end. Make the tense that follows exact.

[6] Say *when first*, as in Chapter 12.

[7] Determine whether the Gerund would be admissible here, or only the Gerundive. § 150, *b* and *c*.

[8] Use **is** in the sense of *such* (*such men who*), and do not translate *men*. Does the *who*-clause determine, or describe?

[9] Say *peace having been asked for*.

[10] Use **īnsidiae**.

[11] *Less* is **minus**, a Comparative Adverb. What two cases are possible, then, for the Latin word for *miles?* § 151.

[12] Express by **prius paene quam**.

[13] The word for *scouts* was last seen in IV, 4, near the end.

[14] Be careful about the case that follows.

LESSON XXVIII

To follow Book IV, Chapters 16–21

153. **Coepī is regularly in the Passive Voice (coeptus sum) when used with a Passive Infinitive.** H-B. 199, 2; A. 205, *a;* B. 133, 1; H. 299, 1; G. 423, N. 3.

154. **Subjunctive by Attraction.** A Dependent Clause attached to a Subjunctive or Infinitive Clause, and forming an essential part of the thought conveyed by it, is put in the Subjunctive. H-B. 539; A. 593; B. 324; H. 652; G. 663, 1.

Thus in Chapter 16, middle, **quī bellum intulissent,** *those who had made war,* is a Determinative Clause of Fact, and would, in itself, be in the Indicative; but it is attracted by the Subjunctive **dēderent,** on which it depends, and so *passes over into* the Subjunctive.

155. **Summary of Forces of the Finite Moods:**

I. The Indicative is the Mood of *fact.*

II. The Subjunctive is the *shall*-mood, and the *should-can-or-would* mood. But it is also the mood of *fact,* in *consecutive, indirect,* or *attracted* clauses.

III. The Imperative is the mood of *command.*

a. The Finite (that is, *definite*) moods are the Indicative, Subjunctive and Imperative. They are made definite by having person and number, and complete tense-meanings of their own. The Infinitive and Participle have none of these definite marks.

NOTE 1. — In connection with the brief statement in II, remember that *shall* is either Volitive or Anticipatory, *should* expresses Obligation or Propriety, *can* Possibility or Capacity, *would* a Certainty in an imagined case (Ideal Certainty).

NOTE 2. — Possibility is also expressed by *may.* But in a brief statement, like the above, it is convenient to have but a single word to remember.

156. **Purpose may be expressed by ad with the Gerundive or Gerund, or by causā with the Genitive of the Gerundive or Gerund.** H-B. 612, I and III; 612, I; A. 506, 504, *b;* B. 338, 1, *c,* and 3; H. 628, 626; G. 432, R. 428, R. 2.

Thus:

Ad haec cognōscenda, *to learn these things.* Chapter 21, beginning.

Praedandī causā, *for the purpose of pillaging.* Chapter 16, middle.

a. **Causā** regularly *follows* the Genitive that depends upon it.

Chap.
16
17

(1) After finishing this war, Caesar built[1] a bridge over the Rhine and led his army across, for the purpose[2] of terrifying the Germans.

18 (2) So great fear was inspired in the barbarians by this move[3] that even nations which[4] lived far from the Rhine sent embassies to him.

19 (3) Having accomplished that which he had planned,[5] he returned into Gaul in twenty-six[6] days from the[7] time at which the timber for[8] the bridge began to be collected.

20 (4) Although[9] only a small part of the summer was left, still Caesar determined to set out for Britain, of which[10] neither the size nor the harbors were known[11] to the Romans.

21 (5) To learn[12] these things before himself crossing, he sent Gaius Volusenus in advance, with a ship of war.

---

[1] Condense *built a bridge and led . . .* so as to use but one main verb. For *over,* use **in,** as in II, 5.

[2] Use **causā.**

[3] By what more general word could you express *move?*

[4] Notice that this clause is closely tied to a Subjunctive construction, of which it forms a part.

[5] Use **cōgitō,** as in III, 24, middle.

[6] Use **vīgintī sex** (both words indeclinable).

[7] The word *the* is here clearly determinative. The corresponding Latin word is **is.**

[8] Be careful about your case.

[9] Use **cum,** for practice.

[10] This is evidently descriptive. But it is a free clause. What mood, then?

[11] Make the word for this agree in gender and number with the nearer of the two nouns.

[12] Use the first of the two new ways of expressing purpose learned in this Lesson.

LESSON XXIX

To follow Book IV, Chapters 22–28

157. **Neutral** (also called "Simple") **Conditions and Conclusions in the Present or Past are expressed by the Indicative.** The most common introductory particles are **sī**, *if*, and **nisi**, *unless*. H-B. 579; A. 515; B. 302, 1; H. 574; G. 595.

    a. These conditions imply nothing about the truth or falsity of the supposition (hence best called Neutral). Thus **nisi vultis aquilam hostibus prōdere**, *unless you wish to betray the eagle to the enemy.* Chapter 25.

    b. The regular type may be illustrated by the following English sentence: *if he has come* (Condition), *we are saved* (Conclusion).

    c. But instead of the ordinary Conclusion in the Indicative, a different mood is sometimes used, as in the passage from Caesar above (*jump down, unless you wish*, etc.).

158. **Verbs and phrases of** *promising, hoping,* etc., **look forward to the future, and therefore regularly take the Future Infinitive or posse, with a Subject Accusative** (*promise that they will, hope that they will,* or *hope that they can*). H-B. 593, *a;* A. 580, *c* and N.; B. 331, I; H. 619, 1; G. 423, N. 5, 248, R.

159. **The Reciprocal idea for the third person** (*one another*) **may be expressed by inter sē, regardless of the case-relation.** H-B. 266; A. 301, *f;* B. 245, 1; H. 502, 1; G. 221.

160. **Purpose may be expressed by the Future Passive Participle, in agreement with the Object of a verb of** *giving, leaving,* etc. H-B. 605, 2; A. 500, 4; B. 337, 8, *b),* 2); H. 622; G. 430.

161. **Summary of Ways of Expressing Purpose,** namely, by:

    1. A relative with the Volitive Subjunctive

    2. **Ut** or **nē**, or **quō** and a comparative, with the Volitive Subjunctive

    3. **Ad** with the Accusative of the Gerundive or Gerund

    4. **Causā** with the Genitive of the Gerundive or Gerund.

    5. The **Supine,** but only with verbs of motion.

    6. The Future Passive Participle in agreement with the Object of a verb of *giving, leaving,* etc.

    t. The Dative of certain nouns (thus **Caesarī auxiliō vēnit**).

**Chap.
23**   (1) After[1] sailing[1] seven hours, he reached Britain.

24   (2) There was great difficulty in landing from the ships,
25 because our men had to jump down into the waves. (3) But the
courage of the standard-bearer[2] of the tenth legion was of the
greatest assistance to our fortunes.[3] (4) For, when[4] our men
were hesitating, he urged them in these words:[5] " Follow the
eagle, soldiers, unless[6] you wish it to come into the power of the
enemy." (5) Having said this, he leaped into the sea. Our
men, urging one another not to be guilty[7] of[7] so great a disgrace,
26 followed one and all.[8] (6) The moment the fighting[9] came to
be on dry land, the enemy took[10] to flight.

27   (7) Some[11] days afterward,[12] Caesar granted[13] the barbarians
peace in answer[14] to their request.

---

[1] In such a case, a Roman used a conjunction and a finite verb (§ 155, *a*).

[2] Say *of the man who bore the standard*, etc.

[3] Use **rēs**.

[4] What is the principal force of the clause, and what additional meaning
do you find suggesting itself? § 146.

[5] Use **vōx**. What is the effect of the phrase *in these words* as a whole?

[6] What kind of Condition?

[7] Say *not to admit so great a disgrace*. Use a finite verb.

[8] *One and all* can be expressed by one word.

[9] Say *the moment* (**simul**, or **simul atque**) *it began to be fought*.

[10] Say *gave themselves to*.

[11] Use **aliquot** (connected with **aliquis**, *some*), last seen in Chapter 9.

[12] Use **post**, as adverb, and see § 34.

[13] The word for *granted* was last seen in IV, 15, end.

[14] Say *to the barbarians, asking, granted peace*.

LESSON XXX

To follow Book IV, Chapters 29–38

162. **Dē and ex with the Ablative (Separative), equivalent to the Genitive of the Whole.** So *regularly* with quīdam and with cardinal numerals. H-B. 346, *e;* A. 346, *c;* B. 201, 1, *a;* H. 444; G. 372, R. 2.

    Thus:

    Ex reliquīs (cohortibus) duās, *two from the remaining cohorts, two of the remaining cohorts.* Chapter 32.

    Complūrēs ex eīs, *a good many of them.* Chapter 35.

    Quīdam ex hīs, *certain of these.* II, 17.

    Note. — Cardinal numerals answer the question "how many?" Thus ūnus, duo, trēs.

163. **Ablative of Accordance** (§ 33) with ex:

    Most of the common words used in the Ablative of Accordance (**mōre, mōribus, exemplō, īnstitūtō,** etc.) are without a preposition; but **cōnsuētūdine** is used *either* without a preposition, or with **ex.** H-B. 414, *a;* A. 418, *a,* 221, 11, *c;* B 220, 3, 142; H. 475, 3, 4; G. 399, N. 1, 397, N. 1.

    Thus **legiōne ex cōnsuētūdine ūnā frūmentātum missā,** *one legion, in accordance with his custom, having been sent to forage.* Chapter 32.

    Note.—This preposition shows the origin of the ordinary Ablative of Accordance. The original conception (Separative) is that of the custom, habit, etc., *from which* the particular act mentioned *proceeds.*

164. **The Adversative idea may be expressed by etsī,** *even if, although, though,* with the Indicative. H-B. 582, 8; A. 527, *c;* B. 309, 2; H. 585; G. 604, R. 1, 2.

    Note.—This is in origin simply a Neutral Condition. Thus *even if he is sick, he ought to go* — which easily suggests, ALTHOUGH *he is sick, he ought to go.*

165. **Instead of a Potential Relative Clause, a Descriptive Relative Clause with the Subjunctive of possum may be used** (the Potential idea being here conveyed, not by the mood, but by the *meaning* of the verb **possum**). H-B. 521, 1; A. 535; B. 283, 1; H. 591, 1; G. 631, 1.

Thus compare:

Neque enim nāvēs erant aliae, quibus reportārī possent (Descriptive Subjunctive; § 111, I), *for there were no other ships by which they could be carried back.* Chapter 29.

Neque quō sē reciperent (Potential Subjunctive, § 96, II) . . . habēbant, *had no place to which they could retreat, had no place to which to retreat.* III, 16.

Chap. 29

(1) It happened that a great storm followed, which rendered[1] many ships useless for sailing. (2) There were no others that could be sent[2] for. (3) And so, though[3] twelve ships were lost, Caesar had[4] the rest repaired.

(4) Meanwhile the chieftains of the barbarians were gathering their men from the fields. (5) Suddenly they attacked one[5] of the two legions, which, having been sent according[6] to custom to forage,[7] was occupied in reaping. (6) To these Caesar brought help.

(7) There followed storms which[8] during several successive days kept both parties from battle. (8) Afterwards, a great multitude came to the camp. (9) Caesar drew up his forces in battle array. (10) When the signal for joining battle was given, our men made an attack which[8] the enemy could not withstand.

(11) Then Caesar transported[9] all his men in safety to Gaul.

31 · 30 · 32 · 34 · 35 · 36

---

[1] Use reddō (seen in this sense in II, 5). For the nature of this relative clause, compare the passage secūtae sunt, etc., IV, 34, middle.

[2] The word for *send for* is in III, 23. Write the clause in two ways.

[3] Either cum or etsī. Use the latter, for practice.

[4] You learned in Lesson XXIII how to express this idea.

[5] *One* (of TWO) is alter.

[6] Use ex for practice.

[7] Express without using a finite verb.

[8] What does this clause do for its antecedent?

[9] The Latin word is in Chapter 30.

LESSON XXXI

To follow Book I, Chapters 30–32

166. **Ablative of Attendant Circumstances.** An Ablative Noun with a modifier may be used to express Situation, Circumstances, or Result. A preposition is generally not used, unless the idea *attended with* is quite plain, in which case **cum** *may be* used. H-B. 422, especially I, *a;* A. 418, *a;* B. 221; H. 473, 3; G. 399, N. 1.

Thus **idque Caesaris voluntāte facere,** *and to do this with Caesar's consent.* Chapter 30.

167. **Substantive quīn-Clause of Fact.** Quīn with the Subjunctive may be used after verbs or phrases of *doubt* or *ignorance*, if these are negatived. H-B. 521, 3, *b*); A. 558, *a;* B. 298; H. 594, II, 595; G. 555, 2.

Thus:

Neque abest suspīciō . . . quīn ipse sibi mortem cōnscīverit, *nor is there lacking a suspicion that he committed suicide,* I, 4.

Neque dubitāre dēbēre quīn . . . Haeduīs lībertātem sint ēreptūrī, *nor ought they to doubt that they were going-to-take away their liberty from the Haeduans (that they would take).* I, 17.

Note.—In the quīn-Clause of Fact, the idea of futurity, if present, is regularly expressed by the Future Participle, as in the last example. But the idea of futurity is occasionally expressed by the Anticipatory Subjunctive, as seen in **nōn dubitāre quīn . . . supplicium sūmat,** *did not doubt that he would exact punishment.* Chapter 31.

168. **Subjective Genitive.** The Genitive may be used to express the Subject of an activity denoted by a noun H-B. 344; A. 343, N. 1 (2); B. 199; H. 440, 1; G. 363, 1.

Thus **ab Ariovistī iniūriā,** *from the wrong-doing of Ariovistus* Chapter 31. It was Ariovistus who would do the wrong.

169 **Summary of ways learned for expressing the Adversative idea**
(*although, though*):

    I   By **etsī,** with the Indicative.

    II By **cum** with the Subjunctive.

    NOTE.—**Tametsī** in Chapter 30 is only a compound of **tamen** and **etsī.**

Chap.
30

(1) When[1] the Helvetians had returned home, nearly all the nations of Gaul sent ambassadors to Caesar to congratulate him;[2] (2) saying that, although[3] he had exacted punishment from the Helvetians in return for the old injuries done[4] by them to[5] the Roman people, still his coming had been of great use[6] to themselves.

(3) With Caesar's consent, they appointed a day for a general[7] council of Gaul.

31

(4) When this council had been dismissed, the leaders asked that they might treat with Caesar in secret. (5) And[8] when he had granted this, they begged him with much weeping[9] not to make known anything of that which they should say; (6) they did not doubt, they said, that, if Ariovistus should be informed of that which they should do,[10] he would put to death the hostages whom he had received from them.

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[1] Use **ut,** seen in Chapter 31, about 18 lines from the end. Be careful of the Latin tense (§ 46).

[2] Do you need to translate this word?

[3] Express in both of the ways which you have learned.

[4] Express *done by them* solely by the case of the word for *them*, modifying the word for *injuries*.

[5] Express (*done*) *to the Roman people* solely by the case of the words for *Roman people*.

[6] Use the ordinary construction of the "Two Datives."

[7] Say *a council of all Gaul.*

[8] Express the connective idea, but not by the Latin word for *and*.

[9] You will find this expression in Chapter 32.

[10] Choose your mood carefully.

LESSON XXXII

To follow Book I, Chapters 33-38

170. **Conditions and Conclusions Contrary to Fact.** These are expressed by the Imperfect and Past Perfect Subjunctive. The Imperfect refers to the Present, the Past Perfect to the Past. H-B. 581; A. 517; B. 304, 1; H. 579; G. 597.

Thus **sī quid mihi ā Caesare opus esset, ego ad eum vēnissem,** *if I wanted anything from Caesar, I should have gone to him.* (Both suppositions are contrary to the actual fact.) Modeled on a sentence in Chapter 34.

171. **Summary of Conditions and Conclusions:**

These are expressed as follows:

Future
{
  I. More Vivid Future Conditions and Conclusions by Indicative tenses of future time (the Future or Future Perfect).

  II. Less Vivid Future Conditions and Conclusions by Subjunctive tenses of future time (the so-called Present or Perfect).
}

Present or Past
{
  III. Neutral ("Simple") Conditions and Conclusions in the present or past by Indicative tenses of present or past time.

  IV. Conditions Contrary to Fact in the present or past by the Imperfect or Past Perfect Subjunctive (the former referring to the present, the latter to the past).
}

172. **General Suggestions for the use of the Moods:**

I. If you feel in a given sentence or clause, in addition to the meaning conveyed by the verb in itself, the force of volition, or anticipation, or obligation, or possibility, or condition or conclusion in a purely imagined case, use the Subjunctive.

II. If you feel the force of fact, use the Indicative, unless the clause is of *consecutive* nature or origin, or is *in surroundings* that will, by Roman habit (Indirect Discourse or Attraction), throw it into the Subjunctive.

173. **Limitations upon the above (Practical Working Rules):**

1. For the idea of obligation or propriety, use the Subjunctive in questions and dependent clauses (thus in

translating *why should we despair?* and *there is no reason why we should despair*). Elsewhere use dēbeō or oportet with Infinitive, or the Future Passive Participle with est.

2. For the idea of possibility or capacity, use the Subjunctive in statements and questions *of negative force*, and in dependent clauses after expressions of existence or non-existence (thus in translating *no one can think this, who can think this? there are no ships on which we can escape*). Elsewhere use possum with Infinitive.

a. But the *Subjunctive of* possum *itself* can be used in expressing substantially these last ideas also. Thus nēmō id putāre possit (WOULD BE *able;* Ideal Certainty, § 101); and nāvēs sunt nūllae, quibus fugere possīmus (ARE *able;* Descriptive Clause of Fact, § 111, I).

(In the following, there are various conditions and various questions. Before translating, be sure that you recognize exactly of what kind each is. See also whether it is affected by Indirect Discourse or Attraction.)

Chap. 33 (1) Caesar answered that he could not doubt that Ariovistus would refrain[1] from wrong-doing.

34 (2) Afterwards, he sent ambassadors to Ariovistus to say that he wished to confer[2] with him; that, if he was willing, he should appoint a place for a conference. (3) Ariovistus answered: "If I wished to confer with Caesar, I should have gone to him. (4) If he wishes to confer with me, he ought to come to me. (5) Besides, what business has he in Gaul?"

35 (6) Caesar again sent ambassadors to Ariovistus to demand that he cease[3] to lead Germans into Gaul, and that he restore to **36** the Haeduans the hostages whom they had given. (7) Ariovistus answered: "Since[4] I do not prescribe to Caesar what he shall do, why should he prescribe to me what *I* shall do? (8) If he dares to meet me in arms, there will be no one to rescue him.[5]"

---

[1] Say *restrain* (contineō) *himself from* (ā).
[2] The word for *confer* (= *talk together*) is in I, 19.
[3] The word is in I, 8, at end. Note that *cease* is an English Subjunctive.
[4] Use quoniam, first occurring in Chapter 35. For mood, see § 105, and *a.*
[5] Use ēripiō, from IV, 12. Be careful in expressing *to rescue.*

LESSON XXXIII

To follow Book I, Chapters 39–41

174. **Clause of Fear, with ut** (originally a Volitive Clause) **representing an act as** *wanted*. Translate by English *lest not* or *that not*. H-B. 502, 4; A. 564; B. 296, 2; H. 567, 1; G. 550, 1, 2.

Thus rem frūmentāriam, ut satis commodē supportārī posset, timēre dīcēbant, *they said that they had fears for the grain supply, that it could not be brought up effectively enough.* Chapter 39

175. **Our complete rule** (§§ 89 and 174) **is now as follows:**

Fear is expressed by a Subjunctive Clause with nē, representing the act as *not wanted*, or with ut, representing the act as *wanted*. English uses *lest* or *that* where Latin uses nē, and *lest not* or *that not* where Latin uses ut.

Note.—Bear in mind that English and Latin get at the expression of the idea from entirely different points of view. Nē of course does not *mean* "that," and ut does not *mean* "that not." We are simply forced to translate according to our own idiom.

176. **Summary of Substantive Clauses:**

Volitive Idea	Act wanted or not wanted, after verbs or phrases implying will or endeavor, EXPRESSED BY ut or nē with Volitive Subjunctive.
	Act not wanted, after verbs of hindrance, prevention, or check, EXPRESSED BY nē, quōminus or quīn, with Volitive Subjunctive (quīn only after *negatives*).
Idea of Fact, Consecutive	Fact after verbs or phrases of bringing or coming about, or of existence, EXPRESSED BY ut or ut nōn with Consecutive Subjunctive.
	Fact after verbs or phrases of doubt or ignorance, *if negatived*, EXPRESSED BY quīn with Subjunctive (of Consecutive origin).
Idea of Fact, *not* Consecutive	EXPRESSED BY Quod-Clause with Indicative.
Idea of Principal Fact in Indirect Discourse	EXPRESSED BY Infinitive, with Subject Accusative.

177. General Suggestions for the Use of the Negatives:

1. In general, use **nē** with the Volitive Subjunctive, and **nōn** with other Subjunctives and with the Indicative.

2 In substantive clauses after verbs of hindrance, prevention, or check, use **nē** after an affirmative, **quīn** after a negative, or **quōminus** after either. (Thus, *I refuse to go* is **recūsō nē eam** or **quōminus eam**; *I do* NOT *refuse to go* is **nōn recūsō quōminus eam** or **quīn eam**.)

3 In substantive clauses after verbs or phrases of doubt or ignorance, *if these are negatived*, use **quīn**. (Thus, *I do* NOT *doubt that he has come* is **nōn dubitō quīn vēnerit**.)

Chap. 39
(1) The Romans had not yet engaged with the Germans in arms. (2) They were said to be of great strength[1] of body and of great courage. (3) Our men feared that they would not be able to resist them. (4) Even the centurions, who had great experience in[2] warfare, were disturbed.

40
(5) Being informed of this, Caesar called a council, to which he brought in the centurions of all ranks. (6) He blamed them severely for doubting[3] with regard to his[4] carefulness or their[4] own valor. (7) If no one else, he said, dared to follow him, he would make the journey with the tenth legion alone, which he trusted[5] supremely.

41
(8) When the council had been dismissed, first[6] the tenth legion thanked him for trusting them. (9) Then the remaining legions through the tribunes and centurions begged that he lead[7] them against the enemy.

---

[1] Use **vīrēs** (the plural of **vīs**), last seen in IV, 35.
[2] Express the idea of *in* by a preposition, and also by a case alone.
[3] Of course Latin will not use a verbal noun here.
[4] Distinguish *his* and *their* by using **suus** and **ipse**.
[5] Verb of attitude.
[6] See § 148.
[7] English Subjunctive.

LESSON XXXIV

To follow Book I, Chapters 42–46

178. Comparison of the Use of Cases in English and Latin.

1. In English, we have but two forms of the noun, one with the apostrophe, as "Caesar's," and one without, as "Caesar." The one with the apostrophe expresses Possession, as in "Caesar's camp." The other expresses the Subject, as in "Caesar came," the Direct Object, as in "they saw Caesar," the Indirect Object (if placed before the Direct Object), as in "they gave Caesar advice," and the Absolute relation, as in "Caesar advising, they decided . . . ." *All other relations are expressed by the help of prepositions.*

2. In Latin, many of these relations are expressed by the use of *cases*, without prepositions.

When, then, you are translating an English preposition with a noun, you must ask yourself carefully first, just what the *idea* is which is expressed by the English group as a whole, and then, how *a Roman* would express that idea. There are few prepositions which you can safely translate without stopping to think, until a sound instinct has been formed *by* thinking.

3. Most English prepositions express place ideas, and, in addition, *figurative* ideas corresponding. Thus "in" expresses a literal place-idea in the sentence "my friend is in town," and a figurative idea in, "he is in trouble."

4. In general (with a few exceptions which we have seen) literal space-ideas are expressed in Latin by prepositions, as in "he went from the mountains to the coast, and is now upon a ship;" while figurative ideas are expressed largely by cases without prepositions, as in "he did this from fear and in haste, and it will always be a regret to him; he will never glory in the memory of that deed." But a number of *Latin* prepositions, just like English prepositions, have come to have the power of expressing figurative ideas also, as in **ad pugnam inūtilēs,** *useless fo rbattle.*

179. General Suggestions for the Use of Cases.

In translating an English phrase containing a preposition, ask yourself first, Is the idea a literal space-idea? If it is, the corresponding Latin preposition will probably be the right form of expression to use (except in the case of a few phrases like "at home," "from home," etc., which have a special usage of their own).

For the translation of prepositions expressing *figurative* meanings, suggestions will be given in the next Lesson.

Chap. 42 (1) When informed of Caesar's coming, Ariovistus sent ambassadors to say that, since Caesar had come[1] nearer, he did not refuse to talk with him.

(2) He demanded that each should come to the interview with cavalry, saying that, unless Caesar should concede this, he would not come at all. (3) Caesar therefore gave the regular soldiers of the tenth legion the horses of the Gallic cavalrymen, whom he did not trust.

44 (4) At the interview, Ariovistus said it was not just that a Roman army should come out from its boundaries into this part of Gaul, which was *his* province, as[2] that was ours.

46 (5) While they were talking, the horsemen of Ariovistus made an attack upon our men. (6) Caesar returned to camp, in order that it might not be possible to say[3] that an attack had been made by our men in an interview.

---

[1] More exactly, *had approached*.

[2] More exactly, *just as (so as)*.

[3] Express the idea, *that (it) might not be possible* TO BE SAID.

LESSON XXXV

To follow Book I, Chapters 47–54

180. **Suggestions for the translation of English Prepositions used with Figurative Meaning.**

　　1. "To" may express Figurative Direction, as in "kind to," "favorable to," "give to," etc.

　　2. "For" may express Reference or Concern (Dative), or Connection or Application (either Genitive, as in **praedae faciendae facultās**, IV, 34, or **ad** with Accusative, as in **magnam ad dūcendum bellum facultātem**, I, 38), or Purpose (**ad** with Accusative, as in **ad pugnam inūtilēs**, II, 16).

　　3. "From" may express Cause, as in "mad from fear" (**timōre**) or (figurative) Separation, as in "keep from battle" (either **pugnā** or **ā pugnā**).

　　4. "With" may express Accompaniment passing over into Manner, as in "pleaded with many tears," or Means or Instrument, as in "killed with a sword," or Means or Instrument passing over into Manner, as in "cross with boats."

　　5. "By" may express Means or Instrument, or Means or Instrument passing over into Manner, as in "compel by violence," or Agency, as in "seized by the Helvetians," or Respect, as in "Bibrax by name."

　　6. "In" may express Respect, as in "differ in language," Connection, as in "glory in war" (Genitive, as in **prō glōriā bellī**, I, 2) or "experience in warfare," etc. (either Genitive, as in **ūsū nauticārum rērum**, III, 8, or **in** with Ablative, as in **magnum in rē mīlitārī ūsum**, I, 39), or Manner, as in "contend in arms" or "he came in great haste."

　　Note.—We have thus seen, in a number of instances, that certain ideas may be expressed in English by several widely differing prepositions, especially "from," "with" or "by," and "in," as in the expression of Manner, Cause, Respect, and Description. It was in exactly similar ways that the *Latin* constructions for these ideas grew up out of three originally different cases (Separative, Sociative, and Locative); and it was in consequence of such uses (there being, in these very frequent constructions, no prepositions to mark off the different types from one another), that the three cases came to seem to the Romans to be but a *single* case.

**181. Practical Working Rules for the translation of English Preposi-
tional Phrases expressing Figurative Ideas:**

   I. If the English preposition corresponds to a Latin
preposition that takes the *Accusative*, translate by the
Latin preposition. Thus "against their wish" is **contrā
voluntātem** (IV, 1). But "to" and "for" are commonly ex-
pressed by the Dative, except when denoting Purpose or
Application (§ 89)

   II. If the English preposition corresponds to a Latin
preposition ("from," "with," "in") that takes the *Ablative*,
translate by the Latin preposition. *But* if the effect of the
phrase is that of *Time at or within which, Means or Instru-
ment, Manner, Cause, Respect,* or *Description,* use *no prepo-
sition.*

   a. The expression of Manner admits of one departure from this
rule, namely: Where the *with*-idea is perfectly natural and the
by (means of) idea is not, **cum** *may* be used, and, if the noun has no
modifier, *must* be used.

   Thus *in great haste* (in place of which, *with great haste* would
be perfectly natural, and *by great haste* would not) is either **magnā
celeritāte** or **magnā cum celeritāte;** but "in haste" is necessarily
cum celeritāte (not **celeritāte** alone).

   b. "By" of Agency is expressed by **ā** or **ab** with the Ablative
after a finite verb, and the Dative after a Future Passive Participle.

Chap.
47
48   (1) Two days later, Ariovistus pitched camp six miles from
our camp. (2) The day after, he encamped two miles be-
yond our camp, in order to prevent our men from foraging;
(3) but he gave no opportunity for fighting.

49   (4) When Caesar saw that Ariovistus would not fight, he
pitched a smaller camp beyond the camp of the latter.

50   (5) The next day, Ariovistus sent a part of his soldiers to
attack the smaller camp.

51   (6) The day after this, Caesar approached the camp of the
52 Germans. (7) They led out their forces in haste. (8) When
they had been conquered on the left wing, Publius Crassus, who
commanded the cavalry, came in all haste to help our men who
53 were hard pressed on the right wing. (9) Then the enemy,
panic-stricken with fear, took to flight.

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APPENDIX

TABLE OF

NOMINATIVES EXPRESS	GENITIVES EXPRESS	DATIVES EXPRESS	ACCUSATIVES EXPRESS

Subject or Predicate of a finite verb	Possession or Connection
	
	The Whole
	
	Composition or Material
	
	Subject of an Activity denoted by a noun
	
	Object or Application of a noun or adjective
	
	Objective Relation with verbs of remembering or forgetting
	
	Description
	
	Measure
		Indirect Object
		
		Figurative Direction (*to* or *for* idea) after adjectives and verbs of Quality, Attitude, or Relation. Thus after
		  Adjectives:
		    acceptus
		    fīnitimus
		    proximus
		    stīpendiārius
		  Verbs:
		    cōnfīdō
		    faveō
		    resistō
		    studeō
		
		Purpose or Tendency (including Concrete Object)
		
		Reference or Concern
		
		Possession with **sum**
		
		Agent with Future Passive Participle
		
		Various Relations with verbs compounded with certain prepositions
			Direct Object
			
			Second Object
			
			Subject or Predicate of Infinitive
			
			Space-Relations (except *from*, *with*, and *in* ideas) with many prepositions. Note especially Direction with **ad** or **in**
			
			Extent of Space
			
			Duration of Time
			
			Degree of an activity or quality
			
			"(To) home" (**domum**)

CASE USES [1]

VOCATIVES EXPRESS	ABLATIVES [2] EXPRESS		
	Separative Ideas (*from*)	Sociative Ideas (*with*)	Locative [3] Ideas (*in*, etc.)
Address	Place from which, with **ab, dē,** or **ex**	Accompaniment, with **cum** (sometimes without, in military language)	Place in which, with **in** [3] and **sub;** [3] with or without **in,** in the case of certain common words, as **locō**
	Derived meanings with **prō** and **prae**	Loose Relation of Accompaniment (Ablative Absolute)	
	Lack of something, with **sine**	Attendant Circumstance	
	Point of View from which, with **ab** or **ex**	Means or Instrument	Time at or within which
	Idea of the Whole (=Genitive), with **dē** or **ex**	Route	
	Separation, with or without a preposition	Degree of Difference	"At home" (**domī,** a true Locative form)
	Agent, with **ab**	Objective Relation with **ūtor, fruor, fungor, potior, vēscor**	
	Comparison		
	Accordance		
	"From home" (**domō**)		
	Manner	*Manner* [4]	Manner
	Cause	*Cause* [4]	Cause
	Respect	*Respect* [4]	Respect
	Description	*Description* [4]	Description

[1] Any case may express Apposition.

[2] The Ablative is made up of three (originally distinct) cases, a true Ablative case (Separative), a Sociative case, and a Locative case.

[3] In the sense only of *in, on,* or *under.*

[4] Italics indicate the probable *principal* factor (or factors) in the case of constructions of double or triple origin.

<div align="right">TABLE OF</div>

Ideas of	Kinds of Sentences or Clauses	English Translation
Volition	Exhortations, Commands, etc., including Commands in Indirect Discourse Questions of Deliberation (Volitive Question) Clauses of Plan or Purpose: With a Relative With **ut, quō**, or **nē** Substantive Volitive Clauses: After expressions of will or endeavor, with **ut** or **nē** After expressions of hindrance, prevention, or check (act necessarily *not* wanted), with **nē, quōminus** or **quīn** Clauses of Fear, with **nē** of an act *not* wanted (English *lest* or *that*), and **ut** of an act *wanted* (English *lest not* or *that not*)	*shall (should)* See also notes 1-3
Anticipation	Clauses of Anticipation, with words meaning *before* (as **priusquam**) or *until* (as **dum**) Indirect Questions of Anticipation Past-Future Clauses of any kind. Thus: Past - Future Determinative Clauses, with **quī, ubi, cum**, etc. Past-Future Conditions	*shall (should)* See also notes 1 and 3
Obligation or Propriety	Questions of Obligation or Propriety Relative Clauses of Obligation or Propriety, with **cūr, quārē**, etc.	*should* or *ought*
Possibility or Capacity	Independent Sentences implying a Negative Relative Clauses of Possibility	*can (could)* *may (might)*
Imagined case (Condition), and act certain in that case (Conclusion)	Less Vivid Future Condition and Conclusion Contrary to Fact Condition and Conclusion	*if . . . should . . . ,* *would . . . ,* *if . . . were . . . etc.* *would be . . . etc.*

SUBJUNCTIVE USES

Ideas of Fact	Kinds of Clauses	English Translation
In Consecutive Clauses	Descriptive Relative Clauses, after incomplete descriptive ideas Clauses of Result, with **ut** or **ut nōn** Substantive Consecutive Clauses: After expressions of bringing or coming about, or of existence, with **ut** or **ut nōn** After expressions of doubt or ignorance, *if negatived*, with **quīn** Descriptive **cum**-Clauses of Situation From these are derived: Causal **cum**-Clauses Adversative **cum**-Clauses	Indicative
In Indirect Discourse	In Indirect Discourse, all Questions of Fact, and all ideas which in Direct Discourse would be expressed by dependent Indicatives	
In Attracted Clauses	All Dependent Clauses closely attached to a Subjunctive or an Infinitive	

Notes on These Tables

1. The translations in parentheses are the English auxiliaries for a *past* point of view. For convenience, only those of the second and third persons are given.

2. In place of Volitive "shall," English, by a difference of idiom, generally uses "let" in exhortations, etc., and "may" ("might") in Purpose Clauses.

3. Volition and Anticipation are sometimes expressed in English by the Subjunctive. Thus "I demand that this be done;" "before this fire of sense decay."

4. Note very carefully that the uses in the left-hand table deal with true *Subjunctive* ideas (mostly expressed in English by Subjunctives, or Phrasal Subjunctives); while those on the right deal with *fact*-ideas (expressed in English by Indicatives). These last are special Latin developments, and are *confined to dependent clauses*.

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